NAEP 2005 Reading Report for California

This report provides selected results from the National Assessment of Educational Progress (NAEP) for California's public school students at grades 4 and 8. Beginning in 1992, reading has been assessed in six different years at the state level (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 2003, and 2005).

In the 2005 assessment, 52 jurisdictions participated: the 50 states, the District of Columbia, and the Department of Defense Schools (domestic and overseas). California participated and met the criteria for reporting public school results.

NAEP is a project of the National Center for Education Statistics (NCES). For more information about the assessment, see *The Nation's Report Card, Reading 2005,* which is available on the NAEP website along with the full set of national and state results in an interactive database (http://nces.ed.gov/nationsreportcard/). Released test questions, scoring guides, and question-level performance data are also available on the website.

K E Y F I N D I N G S F O R 2 0 0 5

Grade 4:

- The average reading score for students in California was 207. This was higher than that in 1992 (202) and was not significantly different from that in 2003 (206).
- California's average score (207) was lower than that of the nation's public schools (217).
- The percentage of students in California who performed at or above *Proficient* was 21 percent. This was not significantly different from that in 1992 (19 percent) and was not significantly different from that in 2003 (21 percent).
- In California, the percentage of students who performed at or above *Proficient* was smaller than that for the nation's public schools (30 percent).
- The percentage of students in California who performed at or above *Basic* was 50 percent. This was not significantly different from that in 1992 (48 percent) and was not significantly different from that in 2003 (50 percent).
- In California, the percentage of students who performed at or above *Basic* was smaller than that for the nation's public schools (62 percent).

Grade 8:

- The average reading score for students in California was 250. This was not significantly different from that in 1998 (252) and was not significantly different from that in 2003 (251).
- California's average score (250) was lower than that of the nation's public schools (260).
- The percentage of students in California who performed at or above *Proficient* was 21 percent. This was not significantly different from that in 1998 (21 percent) and was not significantly different from that in 2003 (22 percent).
- In California, the percentage of students who performed at or above *Proficient* was smaller than that for the nation's public schools (29 percent).
- The percentage of students in California who performed at or above *Basic* was 60 percent. This was not significantly different from that in 1998 (63 percent) and was not significantly different from that in 2003 (61 percent).
- In California, the percentage of students who performed at or above *Basic* was smaller than that for the nation's public schools (71 percent).

Introduction

What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board (NAGB). The objectives for each NAEP assessment are described in a "framework," a document that delineates the important content and process areas to be measured, as well as the types of questions to be included in the assessment. The development process for reading required the active participation of teachers, curriculum specialists, subject-matter specialists, local school administrators, parents, and members of the general public. The reading framework is available on the NAGB website (http://www.nagb.org/pubs/r_framework_05/761507-ReadingFramework.pdf).

The reading framework for the 1992 and 1994 reading assessments also guided the 1998, 2000 (national grade 4 only), 2002, 2003, and 2005 assessments. This framework was developed under the auspices of the Council of Chief State School Officers (CCSSO), directed by NAGB. In 2002, the framework was updated to provide more explicit detail regarding the assessment design. In the process, some of the terms used to describe elements of the reading assessment were altered slightly. It should be noted, however, that these alterations do not represent a change in the content or design of the NAEP reading assessment.

The framework is founded on a body of research from the field of education that defines reading as an interactive and constructive process involving the reader, the text, and the context of the reading experience. Reading involves the development of an understanding of text, thinking about the text in different ways, and using a variety of text types for different purposes.

Recognizing that readers vary their approach to reading different texts, the framework specifies the assessment of reading in three contexts: reading for literary experience, reading to gain information, and reading to perform a task. Each context for reading is associated with a range of different types of texts that are included in the NAEP reading assessment. All three contexts for reading are assessed at grades 8 and 12, but reading to perform a task is not assessed at grade 4.

As readers attempt to develop an understanding of a text, they focus on general topics or themes, interpret and integrate ideas, make connections to background knowledge and experiences, and examine the content and structure of the text. The framework accounts for these different approaches to understanding text by specifying four "aspects of reading" that represent the types of comprehension questions asked of students. All four aspects of reading are assessed at all three grades within each context for reading. The reading framework specifies the percentage distribution of questions by grade level for each of the contexts for and aspects of reading.

The assessment contains reading materials that were drawn from sources commonly available to students both in and out of the school environment. These authentic materials were considered to be representative of students' typical reading experiences. Each student in the state assessment was asked to complete two 25-minute sections, each consisting of a reading passage and associated comprehension questions. A combination of multiple-choice and constructed-response questions was used to assess students' understanding of the passages. Released NAEP reading passages and questions, along with student performance data by state, are available on the NAEP website (http://nces.ed.gov/nationsreportcard/itmrls/).

Who Was Assessed?

Fifty-two jurisdictions participated in NAEP in 2005: the 50 states, the District of Columbia, and the Department of Defense Education Activity Schools (domestic and overseas). The target sample for each state or other jurisdiction was approximately 100 schools at each grade tested and approximately 3,000 students for each subject at each grade, except in small or sparsely populated jurisdictions.

The sample of schools and students was chosen in a two-stage sampling process. First, the sample of schools was selected by probability sampling methods. Then, within the participating schools, random samples of students were chosen.

Beginning in 2002, the national sample was obtained by aggregating the samples from each state. The national results include the results from the states and from a sample of private schools, weighted appropriately to represent the U.S. student population. Only public schools, however, are included in the state reports.

The overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board (NAGB) in order for assessment results to be reported publicly. Participation rates before substitution needed to be at least 80 percent for schools and at least 85 percent for students in each subject and grade.

Participation rates for the 2005 reading assessment are available at the NAEP website (http://nces.ed.gov/nationsreportcard/reading/sampledesign.asp).

How Is Student Reading Performance Reported?

The results of student performance on the NAEP assessments are reported for various groups of students (e.g., fourth-grade female students or students who took the assessment in a particular year). NAEP does not produce scores for individual students, nor does it report scores for schools or for school districts. Some large urban districts, however, have voluntarily participated in the assessment on a trial basis and were sampled as states were sampled. Reading performance for groups of students is reported in two ways: as average scale scores and as achievement levels.

Scale Scores: Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 and is linked to the corresponding scales in 1992, 1994, 1998, 2000, 2002, and 2003. Subscales were created to reflect performance on each of the contexts for reading defined in the NAEP reading framework.

An overall composite scale was developed by weighting each of the reading subscales for the grade (two at grade 4 and three at grade 8), based on its relative importance in the framework. This composite scale is the metric used to present the average scale scores and selected percentiles used in NAEP reports.

Achievement Levels: Student reading performance is also reported in terms of three achievement levels—*Basic*, *Proficient*, and *Advanced*. Results based on achievement levels are expressed in terms of the percentage of students who attained each level. The three achievement levels are defined as follows:

- *Basic*: This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient*: This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- *Advanced*: This level signifies superior performance.

The achievement levels are cumulative. Therefore, students performing at the *Proficient* level also display the competencies associated with the *Basic* level, and students at the *Advanced* level demonstrate the competencies associated with both the *Basic* and the *Proficient* levels.

The achievement levels are performance standards adopted by the National Assessment Governing Board (NAGB) as part of its statutory responsibilities mandated by Congress. The levels represent collective judgments of what students should know and be able to do for each grade tested. They are based on recommendations made by broadly representative panels of classroom teachers, education specialists, and members of the general public from throughout the United States. As provided by law, the National Center for Education Statistics (NCES), upon review of congressionally mandated evaluations of NAEP, has determined that the achievement levels are to be used on a trial basis until it is determined that they are "reasonable, valid, and informative to the public." (No Child Left Behind Act of 2001, P.L., 107-110, 115 Stat.1425 [2002]). However, both NCES and NAGB believe these performance standards are useful for understanding trends in student achievement. They have been widely used by national and state officials as a common yardstick for academic performance. The reading achievement-level descriptions are summarized in figure 1.

Figure 1-A	The Nation's Report Card 2005 State Assessment
	Descriptions of NAEP reading achievement levels, grade 4

Basic Level (208)	Fourth-grade students performing at the *Basic* level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences and extend the ideas in the text by making simple inferences.

For example, when reading **literary** text, they should be able to tell what the story is generally about—providing details to support their understanding—and be able to connect aspects of the stories to their own experiences.

When reading **informational** text, *Basic*-level fourth graders should be able to tell what the selection is generally about or identify the purpose for reading it, provide details to support their understanding, and connect ideas from the text to their background knowledge and experiences.

Proficient Level (238)	Fourth-grade students performing at the *Proficient* level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connections between the text and what the student infers should be clear.

For example, when reading **literary** text, *Proficient*-level fourth graders should be able to summarize the story, draw conclusions about the characters or plot, and recognize relationships such as cause and effect.

When reading **informational** text, *Proficient*-level students should be able to summarize the information and identify the author's intent or purpose. They should be able to draw reasonable conclusions from the text, recognize relationships such as cause and effect or similarities and differences, and identify the meaning of the selection's key concepts.

Advanced Level (268)	Fourth-grade students performing at the *Advanced* level should be able to generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices. When reading text appropriate to fourth grade, they should be able to judge texts critically and, in general, give thorough answers that indicate careful thought.

For example, when reading **literary** text, *Advanced*-level students should be able to make generalizations about the point of the story and extend its meaning by integrating personal experiences and other readings with ideas suggested by the text. They should be able to identify literary devices such as figurative language.

When reading **informational** text, *Advanced*-level fourth graders should be able to explain the author's intent by using supporting material from the text. They should be able to make critical judgments of the form and content of the text and explain their judgments clearly.

NOTE: The scores in parentheses indicate the cut point on the scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2004). *Reading Framework for the 2005 National Assessment of Educational Progress*. Washington, DC: Author.

Figure 1-B	The Nation's Report Card 2005 State Assessment
	Descriptions of NAEP reading achievement levels, grade 8

Basic Level (243)	Eighth-grade students performing at the *Basic* level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect the overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.

For example, when reading **literary** text, *Basic*-level eighth graders should be able to identify themes and make inferences and logical predictions about aspects such as plot and characters.

When reading **informational** text, they should be able to identify the main idea and the author's purpose. They should make inferences and draw conclusions supported by information in the text. They should recognize the relationships among the facts, ideas, events, and concepts of the text (e.g., cause and effect and chronological order).

When reading **practical** text, they should be able to identify the main purpose and make predictions about the relatively obvious outcomes of procedures in the text.

Proficient Level (281)	Eighth-grade students performing at the *Proficient* level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should be able to extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. *Proficient* eighth graders should be able to identify some of the devices authors use in composing text.

For example, when reading **literary** text, students at the *Proficient* level should be able to give details and examples to support themes that they identify. They should be able to use implied as well as explicit information in articulating themes; to interpret the actions, behaviors, and motives of characters; and to identify the use of literary devices such as personification and foreshadowing.

When reading **informational** text, they should be able to summarize the text using explicit and implied information and support conclusions with inferences based on the text.

When reading **practical** text, *Proficient*-level students should be able to describe its purpose and support their views with examples and details. They should be able to judge the importance of certain steps and procedures.

Advanced Level (323)	Eighth-grade students performing at the *Advanced* level should be able to describe the more abstract themes and ideas of the overall text. When reading text appropriate to eighth grade, they should be able to analyze both meaning and form and support their analyses explicitly with examples from the text, and they should be able to extend text information by relating it to their experiences and to world events. At this level, student responses should be thorough, thoughtful, and extensive.

For example, when reading **literary** text, *Advanced*-level eighth graders should be able to make complex abstract summaries and theme statements. They should be able to describe the interactions of various literary elements (i.e., setting, plot, characters, and theme) and explain how the use of literary devices affects both the meaning of the text and their response to the author's style. They should be able critically to analyze and evaluate the composition of the text.

When reading **informational** text, they should be able to analyze the author's purpose and point of view. They should be able to use cultural and historical background information to develop perspectives on the text and be able to apply text information to broad issues and world situations.

When reading **practical** text, *Advanced*-level students should be able to synthesize information that will guide their performance, apply text information to new situations, and critique the usefulness of the form and content.

NOTE: The scores in parentheses indicate the cut point on the scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2004). *Reading Framework for the 2005 National Assessment of Educational Progress*. Washington, DC: Author.

Assessing Students With Disabilities (SD) and/or English Language Learners (ELL)

The results displayed in this report and official publications of NAEP 2005 results are based on representative samples that include students with disabilities (SD) and students who are English language learners (ELL). Some of these students were assessed using accommodations (such as extra time and testing in small groups). In state NAEP mathematics assessments prior to 2000, no testing accommodations or adaptations were permitted for students with disabilities and students who were English language learners. However, research carried out by NAEP showed that the results for students who were accommodated could be combined with the results for unaccommodated students without compromising the validity of the NAEP scales in trend comparisons. Therefore, the SD and ELL students who were identified as SD or ELL and typically received accommodations in their classroom testing, and who required these accommodations to participate, also received them in the NAEP assessment, provided the accommodations did not change the nature of what was tested.

Students who had an Individualized Education Program (IEP) or were protected under Section 504 of the Rehabilitation Act of 1973 were to be included in the NAEP assessment except when

- the school's IEP team determined that the student could not participate, because the student's cognitive functioning was so severely impaired that she or he could not participate,
- the student's IEP required that the student had to be tested with an accommodation or adaptation that NAEP does not allow and the student could not demonstrate his or her knowledge without that accommodation.

All ELL who received academic instruction in English for three years or more were to be included in the assessment. Those ELL who received instruction in English for less than three years were to be included unless school staff judged them to be incapable of participating in the assessment in English.

In 1998, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for students categorized as SD or ELL who normally received them and another sample in which accommodations were not permitted. Therefore, there were two different sets of results available for 1998. The results for both samples are shown in the tables in this report. Results for the assessment years where accommodations were not permitted in state NAEP assessments (1992 and 1994) are reported in the same tables as the results where accommodations were permitted (1998, 2002, 2003, and 2005).

Cautions in Interpreting Results

The averages and percentages in this report are estimates based on samples of students rather than on entire populations. Moreover, the collection of questions used at each grade level is but a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Therefore, the results are subject to a measure of uncertainty, reflected in the standard error of the estimates—a range of up to a few points above or below the score or percentage—which takes into account potential score fluctuation due to sampling error and measurement error. Statistical tests that factor in these standard errors are used to determine whether the differences between average scores or percentages are significant. All differences were tested for statistical significance at the .05 level.

NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as statistically significant than in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. As a consequence, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to the particular makeup of the samples of students who were selected, or to true differences in the population of interest.

Differences between scores or between percentages are discussed in this report only when they are significant from a statistical perspective. Statistically significant differences are referred to as "significant differences" or "significantly different." Significant differences between 2005 and prior assessments are marked with a notation (*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as "higher," "lower," "greater," or "smaller" are statistically significant.

It is important to note that simple cross-tabulations of a variable with measures of educational achievement, like the ones presented in this report, cannot constitute proof that a difference in the variable causes differences in educational achievement. There might be several reasons why the performance of one group of students might differ from another. Only through controlled experiments with random assignment of students to groups can we test hypotheses about the causes of performance differences.

NAEP 2005 Reading Overall Scale Score and Achievement-Level Results for Public School Students

Overall Scale Score Results

In this section student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500. Scores on this scale are comparable from 1992 through 2005.

Prior to 1998, testing accommodations were not provided for students with special needs in NAEP state reading assessments. In 1998 only, results were reported for two samples of students: one in which accommodations were permitted and one in which accommodations were not permitted. Subsequent assessment results were based on the more inclusive samples. In the text of this report, comparisons to 1998 results refer only to the sample in which accommodations were permitted.

Tables 1-A and 1-B present the overall performance results of grade 4 and 8 public school students in California the nation (public), and the region. The list of states making up a given region for NAEP prior to 2003 differed from the list used by the U.S. Census Bureau which has been used in NAEP from 2003 onward. Therefore, the data for the state's region are given only for 2003 and 2005. The first column of results presents the average score on the NAEP reading scale. The remaining columns show the scores at selected percentiles. A percentile indicates the percentage of students whose scores fell at or below a particular score. For example, the 25th percentile demarks the cut point for the lowest 25 percent of students within the distribution of scale scores.

Grade 4 Scale Score Results

- In 2005, the average scale score for students in California was 207. This was lower than that for students across the nation (217).
- In California, the average scale score for students in 2005 was higher than that in 1992 (202).
- In California, the average scale score for students in 2005 was higher than that in 1994 (197).
- In California, the average scale score for students in 2005 was not significantly different from that in 1998 (202).
- In California, the average scale score for students in 2005 was not significantly different from that in 2002 (206).
- In California, the average scale score for students in 2005 was not significantly different from that in 2003 (206). However, the average scale score for students in public schools across the nation in 2005 was higher than that in 2003 (216).

The Nation's Report Card 2005 State Assessment

Table 1-A

Average reading scale scores and selected percentiles, grade 4 public schools: various years, 1992–2005

Year and jurisdiction		Average scale score	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile
1992[1]	Nation (public)	215*	168	192*	217	240	259
	California	202*	148*	176	205	231	252
1994[1]	Nation (public)	212*	156*	187*	217*	241	261
	California	197*	137*	168*	201*	229*	250*
1998[1]	Nation (public)	215*	165	192*	218	242	261
	California	202	145	176	206	232	253
1998	Nation (public)	213*	161*	189*	215*	241	260
	California	202	147	176	206	232	253
2002	Nation (public)	217	169	194	219	242	261
	California	206	155	180	208	233	253
2003	Nation (public)	216*	167*	193*	219	243	262
	West[2]	210	158	185	213	238	258
	California	206	153	179	208	233	255
2005	Nation (public)	217	169	194	220	243	262
	West[2]	211	160	186	214	238	258
	California	207	156	180	208	234	255

* Value is significantly different from the value for the same jurisdiction in 2005.

[1] Accommodations were not permitted for this assessment.

[2] The four regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. All differences were tested for statistical significance at the .05 level using unrounded numbers. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

Grade 8 Scale Score Results

- In 2005, the average scale score for students in California was 250. This was lower than that for students across the nation (260).
- In California, the average scale score for students in 2005 was not significantly different from that in 1998 (252).
- In California, the average scale score for students in 2005 was not significantly different from that in 2002 (250).
- In California, the average scale score for students in 2005 was not significantly different from that in 2003 (251). However, the average scale score for students in public schools across the nation in 2005 was lower than that in 2003 (261).

The Nation's Report Card 2005 State Assessment

Table 1-B

Average reading scale scores and selected percentiles, grade 8 public schools: various years, 1998–2005

Year and jurisdiction		Average scale score	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile
1998[1]	Nation (public)	261	215	240	264	286	304
	California	253	209	232	255	277	295
1998	Nation (public)	261	214	238	264	285	303
	California	252	207	231	254	277	295
2002	Nation (public)	263*	219*	242*	265*	286*	303
	California	250	203	228	253	276	294
2003	Nation (public)	261*	215	240*	264*	286*	304
	West[2]	256	206	233	259	282	301
	California	251	199	227	254	278	298
2005	Nation (public)	260	214	238	263	285	303
	West[2]	255	207	232	257	280	299
	California	250	202	227	252	276	296

* Value is significantly different from the value for the same jurisdiction in 2005.

[1] Accommodations were not permitted for this assessment.

[2] The four regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. All differences were tested for statistical significance at the .05 level using unrounded numbers. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Overall Achievement-Level Results

In this section student performance is reported as the percentage of students performing relative to performance standards set by the National Assessment Governing Board (NAGB). These performance standards for what students should know and be able to do were based on the recommendations of broadly representative panels of educators and members of the public.

In 1998 only, results were obtained for two student samples: one for which accommodations were permitted and one for which accommodations were not permitted. However, in the text of this report, comparisons to 1998 results refer only to the sample in which accommodations were permitted.

Tables 2-A and 2-B present the percentage of students at grade 4 and 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient,* and at the *Advanced* level. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they sum to more than 100 percent. Only the percentage of students performing at or above *Basic* (which includes the students at *Proficient* and *Advanced)* plus the students below *Basic* will sum to 100 percent (except for rounding).

Grade 4 Achievement-Level Results

- In 2005, the percentage of California's students who performed at or above *Proficient* was 21 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Proficient* (30 percent).
- In California, the percentage of students who performed at or above *Proficient* in 2005 was not significantly different from that in 1992 (19 percent).
- In California, the percentage of students who performed at or above *Proficient* in 2005 was greater than that in 1994 (18 percent).
- In California, the percentage of students who performed at or above *Proficient* in 2005 was not significantly different from that in 1998 (20 percent).
- In California, the percentage of students who performed at or above *Proficient* in 2005 was not significantly different from that in 2002 (21 percent).
- In California, the percentage of students who performed at or above *Proficient* in 2005 was not significantly different from that in 2003 (21 percent).

Table 2-A

The Nation's Report Card 2005 State Assessment

Percentage of students at or above reading achievement levels, grade 4 public schools: various years, 1992–2005

Year and jurisdiction		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
1992[1]	Nation (public)	40*	60*	27*	6
	California	52	48	19	4
1994[1]	Nation (public)	41*	59*	28	7
	California	56*	44*	18*	3*
1998[1]	Nation (public)	39	61	29	6
	California	52	48	20	4
1998	Nation (public)	42*	58*	28*	6
	California	52	48	20	4
2002	Nation (public)	38	62	30	6
	California	50	50	21	4
2003	Nation (public)	38*	62*	30	7
	West[2]	45	55	25	6
	California	50	50	21	5
2005	Nation (public)	38	62	30	7
	West[2]	44	56	25	6
	California	50	50	21	5

* Value is significantly different from the value for the same jurisdiction in 2005.

[1] Accommodations were not permitted for this assessment.

[2] The four regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West.

NOTE: Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

Grade 8 Achievement-Level Results

- In 2005, the percentage of California's students who performed at or above *Proficient* was 21 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Proficient* (29 percent).
- In California, the percentage of students who performed at or above *Proficient* in 2005 was not significantly different from that in 1998 (21 percent).
- In California, the percentage of students who performed at or above *Proficient* in 2005 was not significantly different from that in 2002 (20 percent).
- In California, the percentage of students who performed at or above *Proficient* in 2005 was not significantly different from that in 2003 (22 percent).

Table 2-B

The Nation's Report Card 2005 State Assessment

Percentage of students at or above reading achievement levels, grade 8 public schools: various years, 1998–2005

Year and jurisdiction		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
1998[1]	Nation (public)	28	72	31	2
	California	36	64	22	1
1998	Nation (public)	29	71	30	2
	California	37	63	21	1*
2002	Nation (public)	26*	74*	31*	2
	California	39	61	20	1
2003	Nation (public)	28*	72*	30*	3
	West[2]	34	66	26	2
	California	39	61	22	2
2005	Nation (public)	29	71	29	3
	West[2]	35	65	24	2
	California	40	60	21	2

* Value is significantly different from the value for the same jurisdiction in 2005.

[1] Accommodations were not permitted for this assessment.

[2] The four regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West.

NOTE: Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Comparisons Between California, the Nation, and Other Participating States and Jurisdictions

Fifty-two jurisdictions participated in the reading assessment in 2005. These include the 50 states, the District of Columbia, and the Department of Defense Education Activity (DoDEA) schools (domestic and overseas). Previous NAEP reports presented results for the Department of Defense Dependents Schools (DoDDS) overseas and the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) in the United States separately. Data for the two jurisdictions in prior years have been retroactively combined to provide comparable data for the single DoDEA jurisdiction.

Comparisons by Average Scale Scores

Figures 2-A and 2-B compare California's 2005 overall reading scale scores at grades 4 and 8 with those of public schools in the nation and all other participating states and jurisdictions. The different shadings indicate whether the average score of the nation (public), a state, or a jurisdiction was found to be higher than, lower than, or not significantly different from that of California in the NAEP 2005 reading assessment.

Grade 4 Scale Score Comparisons Results

- Students' average score in California was higher than the score in 1 jurisdiction, not significantly different from those in 6 jurisdictions, and lower than those in 44 jurisdictions.

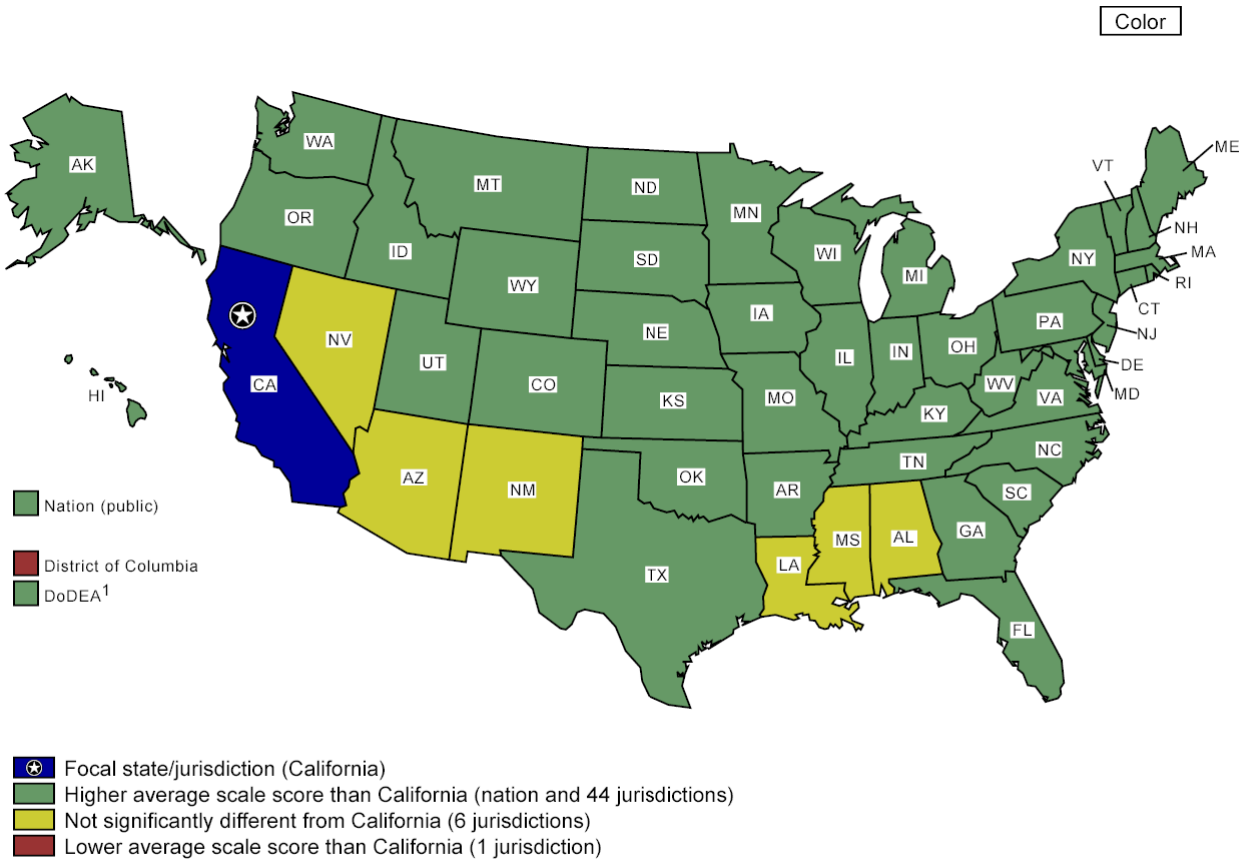
Grade 8 Scale Score Comparisons Results

- Students' average score in California was higher than the score in 1 jurisdiction, not significantly different from those in 5 jurisdictions, and lower than those in 45 jurisdictions.

Figure 2-A

The Nation's Report Card 2005 State Assessment

California's average reading scale score compared with scores for the nation and other participating jurisdictions, grade 4 public schools: 2005



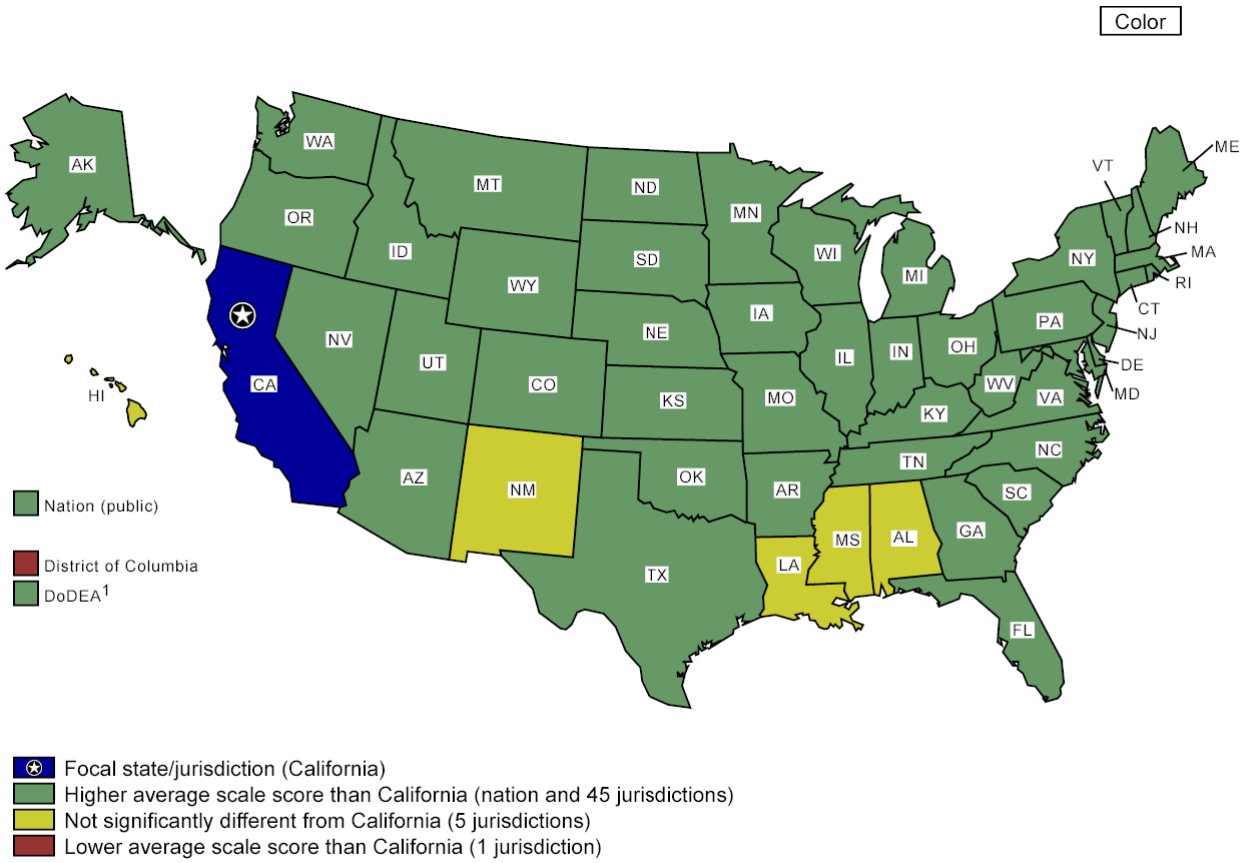
Focal state/jurisdiction (California)
Higher average scale score than California (nation and 44 jurisdictions)
Not significantly different from California (6 jurisdictions)
Lower average scale score than California (1 jurisdiction)

[1] Department of Defense Education Activity schools (domestic and overseas).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Figure 2-B

The Nation's Report Card 2005 State Assessment

California's average reading scale score compared with scores for the nation and other participating jurisdictions, grade 8 public schools: 2005



Focal state/jurisdiction (California)
Higher average scale score than California (nation and 45 jurisdictions)
Not significantly different from California (5 jurisdictions)
Lower average scale score than California (1 jurisdiction)

[1] Department of Defense Education Activity schools (domestic and overseas).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

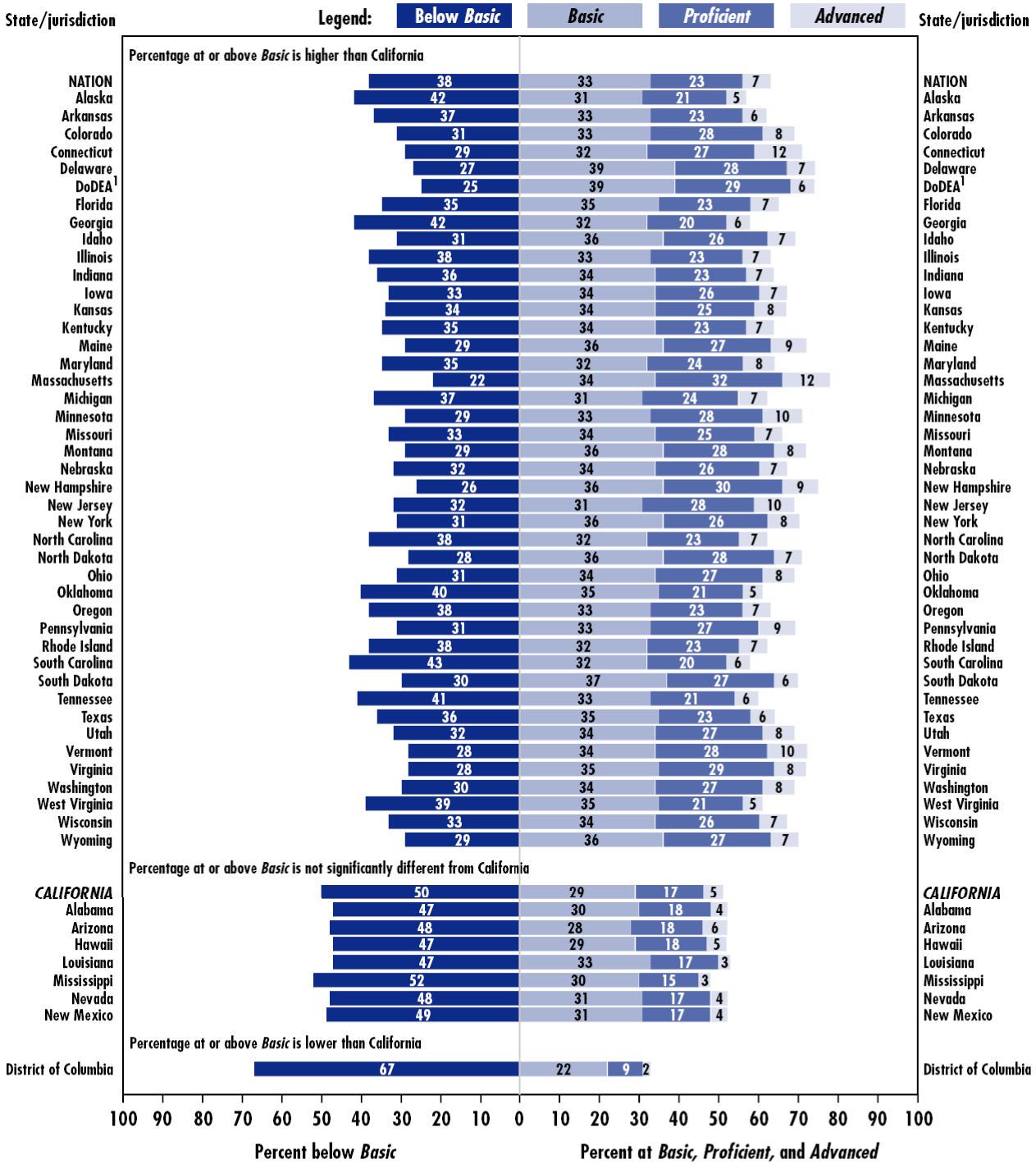
Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2005 reading assessment in terms of percentages of students performing at or above *Basic.* The participating states and jurisdictions are grouped into categories reflecting whether the percentage of their students performing at or above *Basic* (including *Proficient* and *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in California. Note that the selected state and the nation are listed first in their category and the other states and jurisdictions within each category are listed alphabetically; statistical comparisons among jurisdictions in each of the three categories are not included in this report.

The Nation's Report Card 2005 State Assessment

Figure 3-A

Percentage of students within each reading achievement level, and California's percentage at or above *Basic* compared with the nation and other participating jurisdictions, grade 4 public schools: By state, 2005

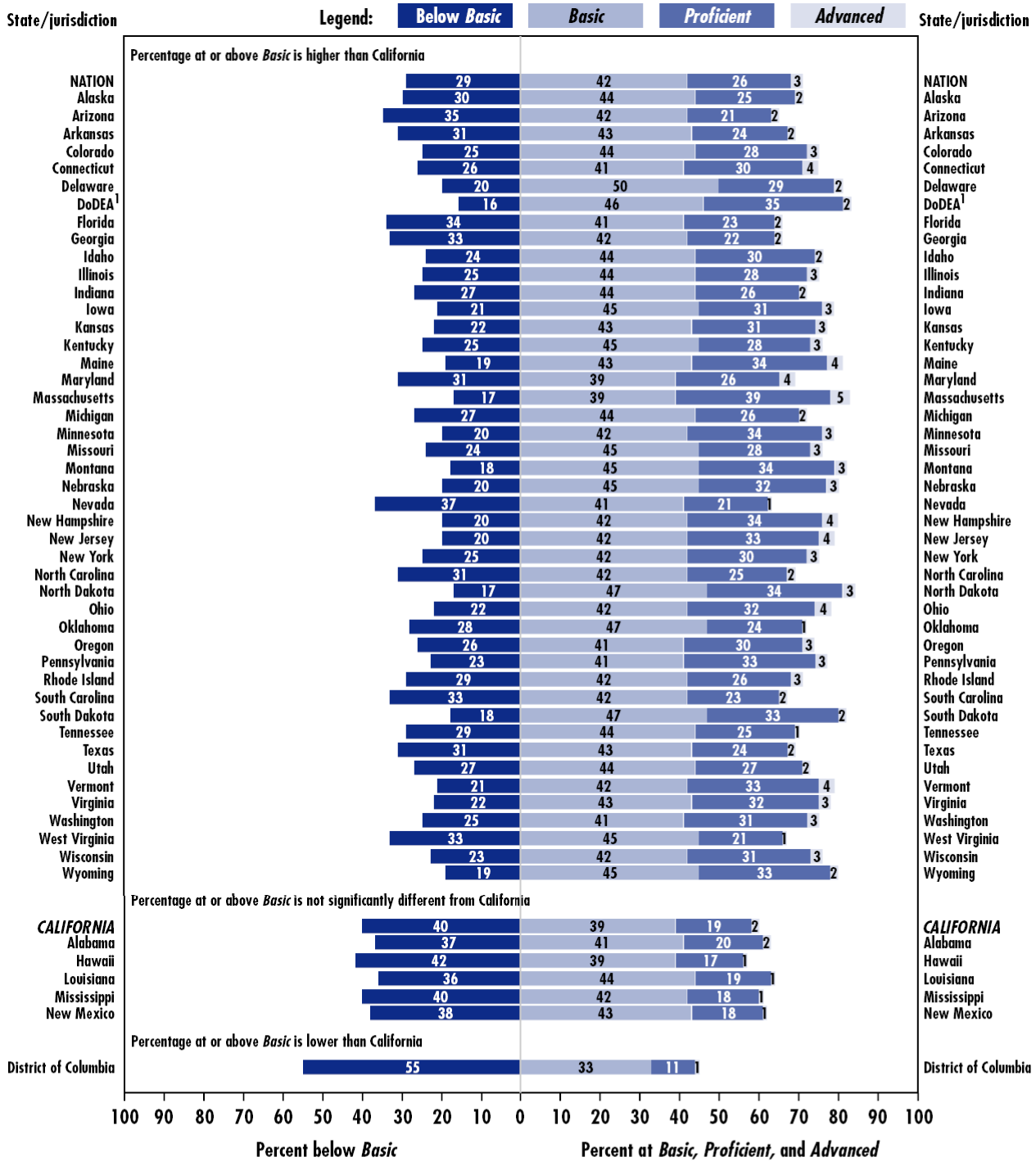


[1] Department of Defense Education Activity schools (domestic and overseas).
NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Basic* category begins, so that they may be compared at *Basic* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

The Nation's Report Card 2005 State Assessment

Figure 3-B

Percentage of students within each reading achievement level, and California's percentage at or above *Basic* compared with the nation and other participating jurisdictions, grade 8 public schools: By state, 2005



[1] Department of Defense Education Activity schools (domestic and overseas).
NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Basic* category begins, so that they may be compared at *Basic* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Reading Performance of Selected Student Groups

This section of the report presents trend results for students in California and the nation by demographic characteristics. Student performance data are reported for

- gender
- race/ethnicity
- student eligibility for free/reduced-price school lunch
- type of location (for 2005 only)
- parents' highest level of education (for grade 8 only).

Definitions of NAEP reporting groups are available on the NAEP website (http://nces.ed.gov/nationsreportcard/reading/results2005/interpret-results.asp#RepGroups).

Each of the variables is reported in tables that present the percentage of students belonging to each group in the first column and the average scale score in the second column. The columns to the right show the percentage of students at or above each achievement level.

Differences between scores or percentages mentioned in the text are calculated using unrounded values. The result of subtracting the rounded values displayed in the tables may differ (usually by one point) from the results that would be obtained by subtracting the unrounded values.

The reader is cautioned against making causal inferences about the performance of groups of students relative to demographic variables. Many factors other than those discussed here, including home and school factors, may affect student performance.

NAEP collects information on many additional variables, including school and home factors related to achievement. All of this information is in an interactive database available on the NAEP website (http://nces.ed.gov/nationsreportcard/).

Gender

Information on student gender is reported by the student's school when rosters of the students eligible to be assessed are submitted to NAEP.

Tables 3-A and 3-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in California and the nation by gender. In 1998 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 1998 results refer only to the sample for which accommodations were permitted.

Grade 4 Scale Score Results by Gender

- In 2005, male students in California had an average score that was lower than that of female students by 6 points. In 1992, the average score for male students was lower than that of female students by 9 points.
- In 2005, male students in California had an average scale score in reading (203) that was lower than that of male students in public schools across the nation (214). Similarly, female students in California had an average scale score (210) that was lower than that of female students across the nation (220).
- In California, the average scale score of males was higher in 2005 than in 1992; however, that of females was not found to differ significantly in 2005 from the scores in 1992.
- In California, the average scale scores of both males and females were higher in 2005 than in 1994.
- In California, the average scale scores of both males and females were not found to differ significantly in 2005 from the scores in 1998.
- In California, the average scale scores of both males and females were not found to differ significantly in 2005 from the scores in 2002.
- In California, the average scale scores of both males and females were not found to differ significantly in 2005 from the scores in 2003.

Grade 4 Achievement-Level Results by Gender

- In the 2005 assessment, 19 percent of males and 24 percent of females performed at or above *Proficient* in California. The difference between these percentages was statistically significant.
- The percentage of males in California's public schools who were at or above *Proficient* in 2005 (19 percent) was smaller than that of males in the nation (27 percent).
- The percentage of females in California's public schools who were at or above *Proficient* in 2005 (24 percent) was smaller than that of females in the nation (33 percent).
- In California, the percentages of both males and females performing at or above *Proficient* were not found to differ significantly in 2005 from the percentages in 1992.
- In California, the percentage of males performing at or above *Proficient* was greater in 2005 than in 1994; however, that of females was not found to differ significantly in 2005 from the percentages in 1994.
- In California, the percentages of both males and females performing at or above *Proficient* were not found to differ significantly in 2005 from the percentages in 1998.
- In California, the percentages of both males and females performing at or above *Proficient* were not found to differ significantly in 2005 from the percentages in 2002.
- In California, the percentages of both males and females performing at or above *Proficient* were not found to differ significantly in 2005 from the percentages in 2003.

Table 3-A

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by gender, grade 4 public schools: various years, 1992–2005

Gender		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Male							
1992[1]	Nation (public)	51	211	44	56	24	5
	California	49	198*	57	43	16	2
1994[1]	Nation (public)	51	207*	47*	53*	24	6
	California	51	194*	59*	41*	15*	3
1998[1]	Nation (public)	50	212	43	57	27	6
	California	48*	198	56	44	18	3
1998	Nation (public)	50	210*	45*	55*	25	5
	California	47*	198	55	45	17	3
2002	Nation (public)	51	214	41	59	26	5
	California	53	204	52	48	18	3
2003	Nation (public)	51	213*	42*	58*	26	6
	California	50	202	54	46	18	4
2005	Nation (public)	50	214	41	59	27	6
	California	50	203	53	47	19	4
Female							
1992[1]	Nation (public)	49	219	35	65	30	7
	California	51	207	48	52	22	5
1994[1]	Nation (public)	49	218*	36	64	32	8
	California	49	200*	52	48	20	4
1998[1]	Nation (public)	50	218*	36	64	31	7
	California	52*	206	48	52	22	5
1998	Nation (public)	50	215*	40*	60*	30	7
	California	53*	206	49	51	23	5
2002	Nation (public)	49	220	35	65	33	8
	California	47	208	47	53	24	5
2003	Nation (public)	49	220	35	65	33	8
	California	50	209	47	53	24	6
2005	Nation (public)	50	220	34	66	33	8
	California	50	210	47	53	24	6

* Value is significantly different from the value for the same jurisdiction in 2005.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

Grade 8 Scale Score Results by Gender

- In 2005, male students in California had an average score that was lower than that of female students by 10 points. In 1998, the average score for male students was lower than that of female students by 6 points.
- In 2005, male students in California had an average scale score in reading (246) that was lower than that of male students in public schools across the nation (255). Similarly, female students in California had an average scale score (255) that was lower than that of female students across the nation (266).
- In California, the average scale scores of both males and females were not found to differ significantly in 2005 from the scores in 1998.
- In California, the average scale scores of both males and females were not found to differ significantly in 2005 from the scores in 2002.
- In California, the average scale scores of both males and females were not found to differ significantly in 2005 from the scores in 2003.

Grade 8 Achievement-Level Results by Gender

- In the 2005 assessment, 17 percent of males and 24 percent of females performed at or above *Proficient* in California. The difference between these percentages was statistically significant.
- The percentage of males in California's public schools who were at or above *Proficient* in 2005 (17 percent) was smaller than that of males in the nation (24 percent).
- The percentage of females in California's public schools who were at or above *Proficient* in 2005 (24 percent) was smaller than that of females in the nation (34 percent).
- In California, the percentages of both males and females performing at or above *Proficient* were not found to differ significantly in 2005 from the percentages in 1998.
- In California, the percentages of both males and females performing at or above *Proficient* were not found to differ significantly in 2005 from the percentages in 2002.
- In California, the percentages of both males and females performing at or above *Proficient* were not found to differ significantly in 2005 from the percentages in 2003.

Table 3-B

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by gender, grade 8 public schools: various years, 1998–2005

Gender		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Male							
1998[1]	Nation (public)	51	255	35	65	24	1
	California	50	249	40	60	17	1
1998	Nation (public)	51	253	36	64	23	1*
	California	51	249	40*	60*	17	#
2002	Nation (public)	50	258*	30*	70*	26*	2
	California	52	247	42	58	17	1
2003	Nation (public)	50	256*	33*	67*	25*	2
	California	51	247	42	58	20	1
2005	Nation (public)	50	255	34	66	24	2
	California	50	246	45	55	17	1
Female							
1998[1]	Nation (public)	49	268*	21*	79*	37*	3
	California	50	257	32	68	26	1
1998	Nation (public)	49	268*	21*	79*	37	3
	California	49	255	33	67	25	1
2002	Nation (public)	50	267*	21*	79*	36*	3
	California	48	255	36	64	24	1
2003	Nation (public)	50	267*	23*	77*	35*	4
	California	49	255	35	65	25	3
2005	Nation (public)	50	266	24	76	34	3
	California	50	255	35	65	24	2

Estimate rounds to zero.

* Value is significantly different from the value for the same jurisdiction in 2005.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Race/Ethnicity

Schools report the racial/ethnic subgroup that best described the students eligible to be assessed. . The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. Tables 4-A and 4-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in California and the nation by race/ethnicity. In 1998 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 1998 results refer only to the sample for which accommodations were permitted.

Grade 4 Scale Score Results by Race/Ethnicity

- In 2005, White students in California had an average scale score that was higher than those of Black, Hispanic, and American Indian/Alaska Native students, but was not found to be significantly different from that of Asian/Pacific Islander students.
- The average scale scores of White, Black, Hispanic, and Asian/Pacific Islander students in California were higher in 2005 than in 1992.
- The average scale scores of White, Black, Hispanic, and Asian/Pacific Islander students in California were higher in 2005 than in 1994.
- The average scale scores of White and Hispanic students in California were higher in 2005 than in 1998. The average scale scores of Black and Asian/Pacific Islander students in California were not significantly different between 1998 and 2005.
- The average scale scores of White, Black, Hispanic, and Asian/Pacific Islander students in California were not significantly different between 2002 and 2005.
- The average scale scores of White, Black, Hispanic, and Asian/Pacific Islander students in California were not significantly different between 2003 and 2005.
- In 2005, Black students had an average score that was lower than that of White students by 30 points. In 1992, the average score for Black students was lower than that of White students by 36 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 33 points. In 1992, the average score for Hispanic students was lower than that of White students by 37 points.

Grade 4 Achievement-Level Results by Race/Ethnicity

- In California in 2005, the percentage of White students performing at or above *Proficient* was greater than those of Black, Hispanic, and American Indian/Alaska Native students, but was not found to be significantly different from that of Asian/Pacific Islander students.
- The respective percentages of White, Hispanic, and Asian/Pacific Islander students in California performing at or above *Proficient* were greater in 2005 than in 1992. The differences between the percentages of Black students in California performing at or above *Proficient* in 1992 and the percentage in 2005 was not found to be significant.
- The respective percentages of White and Hispanic students in California performing at or above *Proficient* were greater in 2005 than in 1994. The differences between the percentages of Black and Asian/Pacific Islander students in California performing at or above *Proficient* in 1994 and the respective percentages in 2005 were not found to be significant.
- The differences between the percentages of White, Black, Hispanic, and Asian/Pacific Islander students in California performing at or above *Proficient* in 1998 and the respective percentages in 2005 were not found to be significant.
- The differences between the percentages of White, Black, Hispanic, and Asian/Pacific Islander students in California performing at or above *Proficient* in 2002 and the respective percentages in 2005 were not found to be significant.
- The differences between the percentages of White, Black, Hispanic, and Asian/Pacific Islander students in California performing at or above *Proficient* in 2003 and the respective percentages in 2005 were not found to be significant.

Table 4-A

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 4 public schools: various years, 1992–2005

Race/ethnicity		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
White							
1992[1]	Nation (public)	72*	223*	31*	69*	33*	8
	California	51*	217*	37*	63*	28*	5*
1994[1]	Nation (public)	71*	222*	31*	69*	35*	9
	California	48*	212*	41*	59*	25*	5*
1998[1]	Nation (public)	69*	224*	30*	70*	36*	8
	California	47*	217*	38*	62*	29	7
1998	Nation (public)	64*	223*	31*	69*	36*	9
	California	46*	217*	38*	62*	28	6*
2002	Nation (public)	60*	227	26	74	39	9
	California	34	223	30	70	35	7
2003	Nation (public)	59*	227	26	74	39	10
	California	34	224	31	69	36	9
2005	Nation (public)	57	228	25	75	39	10
	California	31	225	29	71	37	10
Black							
1992[1]	Nation (public)	18	191*	69*	31*	8*	1
	California	8	181*	72	28	9	1
1994[1]	Nation (public)	18	184*	72*	28*	8*	1
	California	7	182*	70	30	7	1
1998[1]	Nation (public)	17	192*	66*	34*	9*	1
	California	9	188	69	31	6	#
1998	Nation (public)	16	192*	66*	34*	10*	1
	California	9	186	68	32	6	#
2002	Nation (public)	18	198	61	39	12	1
	California	7	196	63	37	11	1
2003	Nation (public)	17	197*	61	39	12	2
	California	8	193	63	37	11	1
2005	Nation (public)	17	199	59	41	12	2
	California	8	195	62	38	11	1

See notes at end of table.

Table 4-A

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 4 public schools: various years, 1992–2005—Continued

Race/ethnicity		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Hispanic							
1992[1]	Nation (public)	7*	194*	63*	37*	10*	1
	California	28*	180*	77*	23*	5*	1
1994[1]	Nation (public)	7*	186*	68*	32*	11	2
	California	30*	171*	81*	19*	4*	1
1998[1]	Nation (public)	10*	194*	62*	38*	12	2
	California	29*	178*	73	27	8	1
1998	Nation (public)	14*	192*	64*	36*	12	2
	California	29*	181*	72	28	8	1
2002	Nation (public)	17*	199	57	43	14	2
	California	47	192	65	35	10	1
2003	Nation (public)	18*	199	57	43	14	2
	California	47	191	67	33	9	1
2005	Nation (public)	19	201	56	44	15	2
	California	49	193	66	34	10	1
Asian/Pacific Islander							
1992[1]	Nation (public)	2*	215*	41*	59*	23*	4
	California	12	207*	48*	52*	22*	5
1994[1]	Nation (public)	3*	217*	36	64	34	9
	California	14*	207*	48*	52*	26	6
1998[1]	Nation (public)	2*	218	39	61	31	10
	California	13	210	43	57	27	6
1998	Nation (public)	4	‡	‡	‡	‡	‡
	California	13	211	43	57	31	8
2002	Nation (public)	4	223	31	69	36	9
	California	10	220	34	66	34	8
2003	Nation (public)	4	225	31	69	37	11
	California	10	224	32	68	37	12
2005	Nation (public)	4	227	28	72	40	12
	California	10	222	32	68	35	9

See notes at end of table.

Table 4-A

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 4 public schools: various years, 1992–2005—Continued

Race/ethnicity		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
American Indian/Alaska Native							
1992[1]	Nation (public)	1	‡	‡	‡	‡	‡
	California	1	‡	‡	‡	‡	‡
1994[1]	Nation (public)	1	‡	‡	‡	‡	‡
	California	#*	‡	‡	‡	‡	‡
1998[1]	Nation (public)	1*	‡	‡	‡	‡	‡
	California	1	‡	‡	‡	‡	‡
1998	Nation (public)	1	‡	‡	‡	‡	‡
	California	1	‡	‡	‡	‡	‡
2002	Nation (public)	1	207	49	51	22	5
	California	1	‡	‡	‡	‡	‡
2003	Nation (public)	1	202	53	47	16	2
	California	#*	‡	‡	‡	‡	‡
2005	Nation (public)	1	205	51	49	19	3
	California	1	213	46	54	23	4
Unclassified[2]							
1992[1]	Nation (public)	#*	‡	‡	‡	‡	‡
	California	1	‡	‡	‡	‡	‡
1994[1]	Nation (public)	#*	‡	‡	‡	‡	‡
	California	#*	‡	‡	‡	‡	‡
1998[1]	Nation (public)	#*	‡	‡	‡	‡	‡
	California	1	‡	‡	‡	‡	‡
1998	Nation (public)	#*	‡	‡	‡	‡	‡
	California	2	‡	‡	‡	‡	‡
2002	Nation (public)	1	216	41	59	26	6
	California	#*	‡	‡	‡	‡	‡
2003	Nation (public)	1*	220	34	66	31	7
	California	#*	‡	‡	‡	‡	‡
2005	Nation (public)	1	221	33	67	32	8
	California	1	219	34	66	30	6

Estimate rounds to zero.
‡ Reporting standards are not met.
* Value is significantly different from the value for the same jurisdiction in 2005.

[1] Accommodations were not permitted for this assessment.

[2] "Unclassified" students are those whose school-reported race was "other" or "unavailable," or was missing, and who self-reported more than one race category or none. The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

Grade 8 Scale Score Results by Race/Ethnicity

- In 2005, White students in California had an average scale score that was higher than those of Black and Hispanic students, but was not found to be significantly different from that of Asian/Pacific Islander students.
- The average scale scores of White, Black, Hispanic, and Asian/Pacific Islander students in California were not significantly different between 1998 and 2005.
- The average scale scores of White, Black, Hispanic, and Asian/Pacific Islander students in California were not significantly different between 2002 and 2005.
- The average scale scores of White, Black, Hispanic, and Asian/Pacific Islander students in California were not significantly different between 2003 and 2005.
- In 2005, Black students had an average score that was lower than that of White students by 24 points. In 1998, the average score for Black students was lower than that of White students by 30 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 25 points. In 1998, the average score for Hispanic students was lower than that of White students by 30 points.

Grade 8 Achievement-Level Results by Race/Ethnicity

- In California in 2005, the percentage of White students performing at or above *Proficient* was greater than those of Black and Hispanic students, but was not found to be significantly different from that of Asian/Pacific Islander students.
- The differences between the percentages of White, Black, Hispanic, and Asian/Pacific Islander students in California performing at or above *Proficient* in 1998 and the respective percentages in 2005 were not found to be significant.
- The differences between the percentages of White, Black, Hispanic, and Asian/Pacific Islander students in California performing at or above *Proficient* in 2002 and the respective percentages in 2005 were not found to be significant.
- The differences between the percentages of White, Black, Hispanic, and Asian/Pacific Islander students in California performing at or above *Proficient* in 2003 and the respective percentages in 2005 were not found to be significant.

Table 4-B

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 8 public schools: various years, 1998–2005

Race/ethnicity		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
White							
1998[1]	Nation (public)	68*	269	20	80	38	3
	California	42*	268	19	81	35	2
1998	Nation (public)	68*	268	21	79	37	3
	California	40*	268	18*	82*	35	1*
2002	Nation (public)	64*	271*	17*	83*	39	3
	California	35	265	21	79	33	3
2003	Nation (public)	61*	270*	18*	82*	39*	4
	California	35	265	24	76	34	4
2005	Nation (public)	60	269	19	81	37	3
	California	33	264	25	75	32	3
Black							
1998[1]	Nation (public)	15*	241	51	49	11	#
	California	8	243	50	50	12	#
1998	Nation (public)	16*	242	50	50	11	#
	California	9	238	53	47	9	#
2002	Nation (public)	15*	244*	46	54	13	#
	California	7	242	50	50	13	#
2003	Nation (public)	17	244	47	53	12	#
	California	9	239	52	48	12	#
2005	Nation (public)	17	242	49	51	11	#
	California	8	240	53	47	11	#

See notes at end of table.

Table 4-B

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 8 public schools: various years, 1998–2005—Continued

Race/ethnicity		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Hispanic							
1998[1]	Nation (public)	12*	243	47	53	14	#
	California	37*	238	54	46	8	#
1998	Nation (public)	12*	241	48	52	13	#
	California	37*	238	54	46	8	#
2002	Nation (public)	15*	245	44	56	14	#
	California	45	238	54	46	10	#
2003	Nation (public)	15*	244	46	54	14	1
	California	41	237	54	46	11	#
2005	Nation (public)	17	245	45	55	14	1
	California	45	239	53	47	10	#
Asian/Pacific Islander							
1998[1]	Nation (public)	3	265	25	75	32	3
	California	11	257	30	70	24	1
1998	Nation (public)	4	261	27	73	30	3
	California	11	259	29	71	25	1
2002	Nation (public)	4	265*	25	75	34	3
	California	12	257	33	67	25	1
2003	Nation (public)	4	268	22	78	38	5
	California	13	266	24	76	37	4
2005	Nation (public)	4	270	21	79	39	5
	California	12	264	25	75	33	4

See notes at end of table.

Table 4-B

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 8 public schools: various years, 1998–2005—Continued

Race/ethnicity		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
American Indian/Alaska Native							
1998[1]	Nation (public)	#*	‡	‡	‡	‡	‡
	California	1	‡	‡	‡	‡	‡
1998	Nation (public)	#*	‡	‡	‡	‡	‡
	California	2	‡	‡	‡	‡	‡
2002	Nation (public)	1	252	36	64	18	1
	California	1	‡	‡	‡	‡	‡
2003	Nation (public)	1	248	41	59	18	1
	California	1	‡	‡	‡	‡	‡
2005	Nation (public)	1	251	39	61	18	1
	California	1	‡	‡	‡	‡	‡
Unclassified[2]							
1998[1]	Nation (public)	#*	‡	‡	‡	‡	‡
	California	1	‡	‡	‡	‡	‡
1998	Nation (public)	#*	‡	‡	‡	‡	‡
	California	1	‡	‡	‡	‡	‡
2002	Nation (public)	1	260	28	72	24	2
	California	1	‡	‡	‡	‡	‡
2003	Nation (public)	1*	261	27	73	28	2
	California	1	‡	‡	‡	‡	‡
2005	Nation (public)	1	261	30	70	30	3
	California	1	265	29	71	37	2

Estimate rounds to zero.
‡ Reporting standards are not met.
* Value is significantly different from the value for the same jurisdiction in 2005.
[1] Accommodations were not permitted for this assessment.
[2] "Unclassified" students are those whose school-reported race was "other" or "unavailable," or was missing, and who self-reported more than one race category or none. The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.
NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Student Eligibility for Free/Reduced-Price School Lunch

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and results for this category of students are included as an indicator of lower family income. NAEP first collected information on participation in this program in 1996; therefore, cross-year comparisons to assessments prior to 1996 cannot be made.

Tables 5-A and 5-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in California and the nation by eligibility for free/reduced-price lunch. In 1998 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 1998 results refer only to the sample for which accommodations were permitted.

Grade 4 Scale Score Results by Free/Reduced-Price Lunch Eligibility

- In 2005, students in California eligible for free/reduced-price lunch had an average reading scale score of 193. This was lower than that of students in California not eligible for this program (224).
- In 2005, students who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 32 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 36 points.
- Students in California eligible for free/reduced-price lunch had an average scale score (193) in 2005 that was lower than that of students in the nation who were eligible (203).
- In California, students eligible for free/reduced-priced lunch had an average reading scale score in 2005 (193) that was higher than that of eligible students in 1998 (182).
- In California, students eligible for free/reduced-priced lunch had an average reading scale score in 2005 (193) that was not significantly different from that of eligible students in 2002 (190).
- In California, students eligible for free/reduced-priced lunch had an average reading scale score in 2005 (193) that was not significantly different from that of eligible students in 2003 (191).

Grade 4 Achievement-Level Results by Free/Reduced-Price Lunch Eligibility

- In California in 2005, 10 percent of students who were eligible for free/reduced-price lunch and 36 percent of those who were not eligible for this program performed at or above *Proficient*. These percentages were found to be significantly different from one another.
- For students in California in 2005 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (10 percent) was smaller than the corresponding percentage for their counterparts around the nation (15 percent).
- In California, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (10 percent) was greater than the corresponding percentage (7 percent) for 1998.
- In California, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (10 percent) was not significantly different from the corresponding percentage (9 percent) for 2002.
- In California, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (10 percent) was not significantly different from the corresponding percentage (10 percent) for 2003.

Table 5-A

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by eligibility for free/reduced-price school lunch, grade 4 public schools: various years, 1998–2005

Eligibility status		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Eligible							
1998[1]	Nation (public)	38*	198*	58*	42*	13*	1
	California	42*	182*	72	28	7*	1
1998	Nation (public)	41	195*	61*	39*	12*	1*
	California	44*	182*	73*	27*	7*	1
2002	Nation (public)	43*	202	54	46	16	2
	California	46*	190	68	32	9	1
2003	Nation (public)	44*	201*	56*	44*	15	2
	California	50*	191	67	33	10	1
2005	Nation (public)	45	203	54	46	15	2
	California	56	193	65	35	10	1
Not eligible							
1998[1]	Nation (public)	54	226*	28*	72*	39*	10
	California	43	218*	37*	63*	30	6
1998	Nation (public)	51	226*	28*	72*	39*	10
	California	43	218*	36	64	30	6
2002	Nation (public)	50*	229	24	76	41	10
	California	37	225	28	72	37	8
2003	Nation (public)	52	229	25*	75*	41	11
	California	45*	222	32	68	34	9
2005	Nation (public)	53	230	23	77	42	11
	California	40	224	30	70	36	9
Information not available							
1998[1]	Nation (public)	7	‡	‡	‡	‡	‡
	California	15*	‡	‡	‡	‡	‡
1998	Nation (public)	7	‡	‡	‡	‡	‡
	California	13*	‡	‡	‡	‡	‡
2002	Nation (public)	7*	217	38	62	30	7
	California	16*	‡	‡	‡	‡	‡
2003	Nation (public)	4*	219	35	65	33	8
	California	4	‡	‡	‡	‡	‡
2005	Nation (public)	2	218	38	62	32	8
	California	4	‡	‡	‡	‡	‡

‡ Reporting standards are not met.

* Value is significantly different from the value for the same jurisdiction in 2005.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Grade 8 Scale Score Results by Free/Reduced-Price Lunch Eligibility

- In 2005, students in California eligible for free/reduced-price lunch had an average reading scale score of 239. This was lower than that of students in California not eligible for this program (262).
- In 2005, students who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 23 points. This performance gap was narrower than that of 1998 (32 points).
- Students in California eligible for free/reduced-price lunch had an average scale score (239) in 2005 that was lower than that of students in the nation who were eligible (247).
- In California, students eligible for free/reduced-priced lunch had an average reading scale score in 2005 (239) that was not significantly different from that of eligible students in 1998 (235).
- In California, students eligible for free/reduced-priced lunch had an average reading scale score in 2005 (239) that was not significantly different from that of eligible students in 2002 (240).
- In California, students eligible for free/reduced-priced lunch had an average reading scale score in 2005 (239) that was not significantly different from that of eligible students in 2003 (237).

Grade 8 Achievement-Level Results by Free/Reduced-Price Lunch Eligibility

- In California in 2005, 10 percent of students who were eligible for free/reduced-price lunch and 30 percent of those who were not eligible for this program performed at or above *Proficient*. These percentages were found to be significantly different from one another.
- For students in California in 2005 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (10 percent) was smaller than the corresponding percentage for their counterparts around the nation (15 percent).
- In California, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (10 percent) was greater than the corresponding percentage (7 percent) for 1998.
- In California, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (10 percent) was not significantly different from the corresponding percentage (11 percent) for 2002.
- In California, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (10 percent) was not significantly different from the corresponding percentage (12 percent) for 2003.

Table 5-B

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by eligibility for free/reduced-price school lunch, grade 8 public schools: various years, 1998–2005

Eligibility status		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Eligible							
1998[1]	Nation (public)	30*	246	44	56	15	#
	California	37*	237	56	44	7	#
1998	Nation (public)	30*	245	45	55	14	#
	California	40	235	58	42	7*	#
2002	Nation (public)	34*	249*	40*	60*	17*	1
	California	36*	240	50	50	11	#
2003	Nation (public)	36*	246	44	56	15	1
	California	42	237	53	47	12	#
2005	Nation (public)	39	247	43	57	15	1
	California	45	239	53	47	10	#
Not eligible							
1998[1]	Nation (public)	58	269	20	80	38	3
	California	44	267*	20*	80*	34	2
1998	Nation (public)	58	268	21	79	37	3
	California	42	267*	19*	81*	34	1*
2002	Nation (public)	57	271*	17*	83*	40*	3
	California	47	262	26	74	30	2
2003	Nation (public)	58	271*	18*	82*	39*	4
	California	46	264	25	75	33	3
2005	Nation (public)	59	270	19	81	38	4
	California	50	262	28	72	30	3
Information not available							
1998[1]	Nation (public)	12*	265	25	75	35	4
	California	19*	‡	‡	‡	‡	‡
1998	Nation (public)	11*	264	27	73	34	3
	California	18*	‡	‡	‡	‡	‡
2002	Nation (public)	10*	264	25*	75*	32	4
	California	17*	‡	‡	‡	‡	‡
2003	Nation (public)	6*	262	28	72	31	3
	California	12	‡	‡	‡	‡	‡
2005	Nation (public)	3	258	31	69	28	3
	California	5	‡	‡	‡	‡	‡

Estimate rounds to zero.
‡ Reporting standards are not met.
* Value is significantly different from the value for the same jurisdiction in 2005.
[1] Accommodations were not permitted for this assessment.
NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Type of Location

Schools that participated in the assessment were classified as being located in three mutually exclusive types of community: central city, urban fringe/large town, and rural/small town. These categories indicate the geographic locations of schools. "Central city" is geographical term meaning the largest city of a U.S. Census Bureau-defined Metropolitan Statistical Area and is not synonymous with "inner city." The criteria for classifying schools with respect to type of location changed for 2005, therefore comparisons with prior years are not provided.

Tables 6-A and 6-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in California and the nation by type of location.

Grade 4 Scale Score Results by Type of Location

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Grade 4 Achievement-Level Results by Type of Location

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Table 6-A

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by type of location, grade 4 public schools: 2005

Type of location		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Central city							
2005	Nation (public)	31*	210*	46*	54*	24*	5
	California	45	204	53	47	20	5
Urban fringe							
2005	Nation (public)	44*	221*	33*	67*	34*	8*
	California	49	208	49	51	22	5
Rural							
2005	Nation (public)	25*	219*	36	64	30*	6
	California	5	214	41	59	26	5

* Value is significantly different from the value for California.
NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Grade 8 Scale Score Results by Type of Location

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Grade 8 Achievement-Level Results by Type of Location

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Table 6-B

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by type of location, grade 8 public schools: 2005

Type of location		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Central city							
2005	Nation (public)	30*	254*	37*	63*	23*	2
	California	45	249	43	57	20	2
Urban fringe							
2005	Nation (public)	43*	264*	25*	75*	33*	3*
	California	48	251	39	61	20	2
Rural							
2005	Nation (public)	27*	262	26	74	30	2
	California	7	257	33	67	25	2

* Value is significantly different from the value for California.
NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Parents' Highest Level of Education

Eighth-grade students who participated in the NAEP 2005 assessment were asked to indicate the highest level of education they thought their father and their mother had completed. Five response options–did not finish high school, graduated from high school, some education after high school, graduated from college, and "I don't know"–were offered. The highest level of education reported for either parent was used in the analysis of this question. Fourth-graders' replies to this question are not provided in NAEP reports because their responses in previous NAEP assessments were highly variable, and a large percentage of them chose the "I don't know" option.

Grade 8 Scale Score Results by Parents' Highest Level of Education

- In 2005, students in California who reported that a parent had graduated from college had an average scale score that was higher than the average scores of students with a parent in any of the following education categories: did not finish high school, graduated from high school, and some education after high school.
- The differences between the average scale scores in 2005 and 1998 for students in California who reported that a parent had graduated from college, or had some education after high school, or had graduated from high school, or had not finished high school were not significant.
- The differences between the average scale scores in 2005 and 2003 for students in California who reported that a parent had graduated from college, or had some education after high school, or had graduated from high school, or had not finished high school were not significant.

Grade 8 Achievement-Level Results by Parents' Highest Level of Education

- In 2005, the percentage of students performing at or above *Proficient* in California who reported that a parent had graduated from college was higher than the percentage for students whose parents' highest level of education was in any of the following categories: did not finish high school, graduated from high school, and some education after high school.
- In 2005, the percentage of students performing at or above *Proficient* was not found to be significantly different from the percentage in 1998 for students reporting that a parent had graduated from college, or had some education after high school, or had graduated from high school, or had not finished high school.
- In 2005, the percentage of students performing at or above *Proficient* was not found to be significantly different from the percentage in 2003 for students reporting that a parent had graduated from college, or had some education after high school, or had graduated from high school, or had not finished high school.

Table 7

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by parents' highest level of education, grade 8 public schools: various years, 1998–2005

Highest level of education		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Did not finish high school							
1998[1]	Nation (public)	8	242	49	51	11	#
	California	11	238	53	47	7	#
1998	Nation (public)	8	242	49	51	11	#
	California	12	231	60	40	4	#
2002	Nation (public)	7*	247*	42*	58*	14	#
	California	11	239	55	45	10	#
2003	Nation (public)	7	245	45	55	13	#
	California	12	237	54	46	10	#
2005	Nation (public)	8	244	47	53	12	#
	California	13	238	55	45	10	#
Graduated from high school							
1998[1]	Nation (public)	23*	253	36	64	21	1
	California	17	244	47	53	11	#
1998	Nation (public)	23*	253	36	64	20	1
	California	17	245	45	55	12	#
2002	Nation (public)	18	256*	31*	69*	21*	1
	California	15	245	44	56	12	#
2003	Nation (public)	18	253*	35*	65*	19	1
	California	14	245	44	56	14	1
2005	Nation (public)	18	252	37	63	18	1
	California	15	243	49	51	12	#

See notes at end of table.

The Nation's Report Card 2005 State Assessment

Table 7

Average reading scale scores and percentage of students at or above each achievement level, by parents' highest level of education, grade 8 public schools: various years, 1998–2005—Continued

Highest level of education		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Some education after high school							
1998[1]	Nation (public)	18	268	20	80	35	2
	California	17	264	21	79	27	1
1998	Nation (public)	18	267	22	78	34	2
	California	16	263	23	77	26	1
2002	Nation (public)	20*	267*	19*	81*	33	2
	California	22*	261	25	75	27	1
2003	Nation (public)	18	266*	21	79	32	2
	California	17	257	32	68	24	2
2005	Nation (public)	18	265	23	77	31	2
	California	17	258	29	71	25	1
Graduated from college							
1998[1]	Nation (public)	42*	272	18	82	42	4
	California	40	266	22	78	34	2
1998	Nation (public)	42*	271	19	81	41	4
	California	38	267	21*	79*	35	2*
2002	Nation (public)	46	273*	17*	83*	42*	4
	California	36	262	26	74	29	2
2003	Nation (public)	46	271	19	81	41	4
	California	39	265	25	75	35	4
2005	Nation (public)	46	270	20	80	40	4
	California	37	263	27	73	33	3

See notes at end of table.

The Nation's Report Card 2005 State Assessment

Table 7

Average reading scale scores and percentage of students at or above each achievement level, by parents' highest level of education, grade 8 public schools: various years, 1998–2005—Continued

Highest level of education		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Unknown							
1998[1]	Nation (public)	10*	241	51	49	12	#
	California	16	230	62	38	5	#
1998	Nation (public)	9*	241	49	51	12	#
	California	16	232	61	39	5	#
2002	Nation (public)	9*	246*	44*	56*	14	#
	California	15*	238	56	44	10	#
2003	Nation (public)	11	242	48	52	13	#
	California	18	233	57	43	11	1
2005	Nation (public)	11	242	49	51	12	#
	California	18	233	59	41	7	#

Estimate rounds to zero.

* Value is significantly different from the value for the same jurisdiction in 2005.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Toward a More Inclusive NAEP: Students With Disabilities and English Language Learners

It is important to assess all students selected in the randomized sampling process, including students with disabilities (SD) and students who are classified by their schools as English language learners (ELL). Some students sampled for participation in NAEP can be excluded from the sample according to carefully defined criteria. School personnel, guided by the student's Individualized Education Program (IEP), as well as eligibility for Section 504 services, make decisions regarding inclusion of students with disabilities in the assessment. They also make decisions regarding inclusion of English language learners, based on NAEP's guidelines, by evaluating the student's capability of participating in the assessment given the available accommodations, and taking into consideration the number of years the student has been receiving instruction in English. The results displayed in this report and in other publications of the NAEP 2005 reading results are based on representative samples that include SD and ELL students who were assessed either with or without accommodations, based on NAEP's guidelines.

Percentages of students excluded from NAEP may vary considerably across states, and, within a state, across years. Comparisons of results across states and within a state across years should be interpreted with caution if the exclusion rates vary widely. The percentages of assessed students classified as SD or ELL, as well as their NAEP performance in each participating state and jurisdiction, are available in an interactive database at the NAEP website (http://nces.ed.gov/nationsreportcard/).

Prior to 1998, no testing accommodations were made available to the students with disabilities and English language learners in the samples in state NAEP reading assessments that served as the basis for reported results. In the 1998 national and state reading assessments and the 2000 national (grade 4 only) reading assessment, NAEP researchers drew a second representative sample of schools. Accommodations were made available for students in this sample who required them, provided the accommodation did not change the nature of what was tested. For example, students could be assessed one-on-one or in small groups, receive extended time, or use a large-print test book. However, in the reading assessment, students were not permitted to have passages or test items read aloud or translated into another language. These comparable samples were used to study the effects of allowing accommodations for SD and ELL students in the assessments. A series of technical research papers covering various NAEP subject areas has been published with the results of these comparisons (see http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research).

Tables 8-A and 8-B display the percentages of students with disabilities and English language learners in California identified, excluded, and assessed under standard and accommodated conditions at grades 4 and 8.

Tables 9-A and 9-B show the percentage of students assessed in California by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8.

Tables 10-A and 10-B present the percentage of students assessed in California by ELL status, their average scale scores, and their performance in terms of the percentage below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced*.

Table 11 presents the total number of students assessed, the percentage of students sampled who were excluded, and average scale scores for all participating states and other jurisdictions.

Table 8-A

The Nation's Report Card 2005 State Assessment

Percentage of students in reading assessments identified as SD and ELL, excluded, and assessed, grade 4 public schools: various years, 1992–2005

Year and testing status	SD and/or ELL		SD		ELL	
	California	Nation	California	Nation	California	Nation
1992[1] Identified	28	11	8	8	21	3
Excluded	14	6	4	5	11	2
Assessed under standard conditions	13	4	4	3	10	1
1994[1] Identified	31	14	9	11	24	4
Excluded	12	6	4	5	9	2
Assessed under standard conditions	18	8	4	6	14	2
1998[1] Identified	31	17	6	12	26	6
Excluded	15	10	3	7	13	4
Assessed under standard conditions	15	7	3	5	13	2
1998 Identified	31	18	6	11	26	7
Excluded	14	7	3	5	12	3
Assessed under standard conditions	15	7	2	4	13	4
Assessed with accommodations	1	3	1	3	1	1
2002 Identified	34	21	7	13	29	9
Excluded	5	7	3	5	3	2
Assessed under standard conditions	28	10	3	4	26	6
Assessed with accommodations	1	4	1	4	#	1
2003 Identified	38	22	10	14	32	10
Excluded	5	6	3	5	4	2
Assessed under standard conditions	30	10	6	4	27	7
Assessed with accommodations	2	5	2	5	1	1
2005 Identified	39	23	9	14	33	11
Excluded	5	7	3	5	4	2
Assessed under standard conditions	31	10	4	4	28	7
Assessed with accommodations	3	7	2	5	2	2

[1] Accommodations were not permitted for this assessment.

Estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Detail may not sum to totals because of rounding. Some students were identified as both SD and ELL. Such students would be included in both the SD and ELL portions of the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2005 Reading Assessments.

The Nation's Report Card 2005 State Assessment

Table 8-B

Percentage of students in reading assessments identified as SD and ELL, excluded, and assessed, grade 8 public schools: various years, 1998–2005

Year and testing status		SD and/or ELL		SD		ELL	
		California	Nation	California	Nation	California	Nation
1998[1]	Identified	23	14	8	11	18	3
	Excluded	8	6	4	6	6	1
	Assessed under standard conditions	15	7	4	5	12	2
1998	Identified	23	14	8	11	18	3
	Excluded	4	4	2	3	3	1
	Assessed under standard conditions	17	7	5	5	14	2
	Assessed with accommodations	2	3	1	2	1	#
2002	Identified	26	18	10	13	20	6
	Excluded	4	6	2	5	2	2
	Assessed under standard conditions	21	8	6	5	17	4
	Assessed with accommodations	2	4	2	4	1	1
2003	Identified	29	19	11	14	21	6
	Excluded	4	5	3	4	2	2
	Assessed under standard conditions	22	8	7	5	18	4
	Assessed with accommodations	3	5	2	5	1	1
2005	Identified	28	19	9	13	22	6
	Excluded	3	5	2	4	2	1
	Assessed under standard conditions	21	7	4	3	18	4
	Assessed with accommodations	4	6	3	6	2	1

[1] Accommodations were not permitted for this assessment.

Estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Detail may not sum to totals because of rounding. Some students were identified as both SD and ELL. Such students would be included in both the SD and ELL portions of the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1998–2005 Reading Assessments.

Table 9-A

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by students' disability status, grade 4 public schools: various years, 1998–2005

Student disability status		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Yes							
1998[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	California	‡	‡	‡	‡	‡	‡
1998	Nation (public)	7*	176*	76*	24*	8	1
	California	3*	‡	‡	‡	‡	‡
2002	Nation (public)	8*	187*	71*	29*	9*	1
	California	5*	166	88	12	1	#
2003	Nation (public)	10	184*	71*	29*	9*	1
	California	8	176	78	22	5	1
2005	Nation (public)	10	190	67	33	11	2
	California	7	175	79	21	6	1
No							
1998[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	California	‡	‡	‡	‡	‡	‡
1998	Nation (public)	93*	216*	40*	60*	29*	7
	California	97*	203*	51	49	21	4
2002	Nation (public)	92*	220	35	65	31	7
	California	95*	208	48	52	22	4
2003	Nation (public)	90	220	35	65	32	8
	California	92	208	48	52	23	5
2005	Nation (public)	90	220	34	66	32	7
	California	93	209	48	52	23	5

Estimate rounds to zero.
‡ Reporting standards are not met.
* Value is significantly different from the value for the same jurisdiction in 2005.
[1] Accommodations were not permitted for this assessment.
NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Table 9-B

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by students' disability status, grade 8 public schools: various years, 1998–2005

Student disability status		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Yes							
1998[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	California	‡	‡	‡	‡	‡	‡
1998	Nation (public)	8*	224	69	31	6	#
	California	6	214	78	22	4	#
2002	Nation (public)	9	227	65	35	6	#
	California	8	212	78	22	3	#
2003	Nation (public)	10*	224*	68	32	5	#
	California	9*	208	80	20	3	#
2005	Nation (public)	9	226	67	33	6	#
	California	8	214	79	21	3	#
No							
1998[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	California	‡	‡	‡	‡	‡	‡
1998	Nation (public)	92*	264	25	75	32	2
	California	94	255	34	66	22	1*
2002	Nation (public)	91	266*	22*	78*	33*	3
	California	92	254	36	64	22	1
2003	Nation (public)	90*	266*	23*	77*	33*	3
	California	91*	255	34	66	25	2
2005	Nation (public)	91	264	25	75	31	3
	California	92	253	37	63	22	2

Estimate rounds to zero.
‡ Reporting standards are not met.
* Value is significantly different from the value for the same jurisdiction in 2005.
[1] Accommodations were not permitted for this assessment.
NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

The Nation's Report Card 2005 State Assessment

Table 10-A

Average reading scale scores and percentage of students at or above each achievement level, by students' classification as English language learners (ELL), grade 4 public schools: various years, 1998–2005

ELL status		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Yes							
1998[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	California	‡	‡	‡	‡	‡	‡
1998	Nation (public)	5*	174*	79	21	6	1
	California	16*	173*	81	19	5	1
2002	Nation (public)	7*	183	76	24	5	#
	California	27	178	80	20	4	#
2003	Nation (public)	8	186	72	28	7	1
	California	30	184	75	25	6	#
2005	Nation (public)	9	187	73	27	7	1
	California	31	183	77	23	5	#
No							
1998[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	California	‡	‡	‡	‡	‡	‡
1998	Nation (public)	95*	215*	41*	59*	29*	7
	California	84*	208*	46*	54*	23	5
2002	Nation (public)	93*	219	35	65	32	7
	California	73	216	38	62	28	5
2003	Nation (public)	92	219*	35*	65*	32	8
	California	70	215	40	60	28	7
2005	Nation (public)	91	220	34	66	32	7
	California	69	217	38	62	29	7

Estimate rounds to zero.
‡ Reporting standards are not met.
* Value is significantly different from the value for the same jurisdiction in 2005.
[1] Accommodations were not permitted for this assessment.
NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

The Nation's Report Card 2005 State Assessment

Table 10-B

Average reading scale scores and percentage of students at or above each achievement level, by students' classification as English language learners (ELL), grade 8 public schools: various years, 1998–2005

ELL status		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Yes							
1998[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	California	‡	‡	‡	‡	‡	‡
1998	Nation (public)	2*	217*	77	23	3	#
	California	15*	225	72	28	2	#
2002	Nation (public)	5	224	71	29	4	#
	California	19	221	74	26	3	#
2003	Nation (public)	5	222	71	29	5	#
	California	20	221	73	27	4	#
2005	Nation (public)	5	224	71	29	4	#
	California	20	222	74	26	3	#
No							
1998[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	California	‡	‡	‡	‡	‡	‡
1998	Nation (public)	98*	262	28	72	30	2
	California	85*	257	30	70	24	1*
2002	Nation (public)	95	265*	24*	76*	32*	3
	California	81	257	31	69	24	1
2003	Nation (public)	95	263*	25*	75*	31*	3
	California	80	258	30	70	27	2
2005	Nation (public)	95	262	27	73	30	3
	California	80	258	32	68	25	2

Estimate rounds to zero.
‡ Reporting standards are not met.
* Value is significantly different from the value for the same jurisdiction in 2005.
[1] Accommodations were not permitted for this assessment.
NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Table 11

The Nation's Report Card 2005 State Assessment

Total number of students assessed, percentage of students sampled who were excluded, and average reading scale scores, grades 4 and 8 public schools: By state, 2005

State/jurisdiction	Grade 4			Grade 8		
	Number assessed	Percentage excluded	Average scale score	Number assessed	Percentage excluded	Average scale score
Alabama	2,600	2	208	2,300	2	252
Alaska	2,700	3	211	2,600	2	259
Arizona	2,800	6	207	2,800	4	255
Arkansas	2,600	8	217	2,600	6	258
California	10,600	5	207	9,800	3	250
Colorado	2,700	4	224	2,400	4	265
Connecticut	2,800	3	226	2,700	3	264
Delaware	2,300	13	226	2,500	11	266
Florida	4,200	6	219	3,800	5	256
Georgia	4,100	6	214	3,700	5	257
Hawaii	2,700	3	210	2,600	4	249
Idaho	2,900	3	222	2,900	3	264
Illinois	3,900	7	216	3,900	5	264
Indiana	2,600	5	218	2,700	4	261
Iowa	3,000	6	221	2,700	4	267
Kansas	3,100	4	220	2,700	4	267
Kentucky	2,600	9	220	2,700	7	264
Louisiana	2,400	14	209	2,200	8	253
Maine	2,500	6	225	2,400	7	270
Maryland	2,700	6	220	2,500	4	261
Massachusetts	3,700	8	231	3,500	7	274
Michigan	2,400	7	218	2,400	6	261
Minnesota	2,600	3	225	2,500	3	268
Mississippi	2,700	4	204	2,700	4	251
Missouri	2,600	8	221	2,600	8	265
Montana	2,600	5	225	2,600	5	269
Nebraska	2,900	5	221	2,800	4	267
Nevada	2,800	7	207	2,700	4	253
New Hampshire	2,600	4	227	2,400	2	270
New Jersey	2,700	5	223	2,600	5	269
New Mexico	2,600	10	207	2,600	8	251
New York	4,800	6	223	4,200	6	265
North Carolina	4,000	4	217	3,900	4	258
North Dakota	2,100	5	225	2,300	7	270
Ohio	3,300	8	223	3,200	7	267
Oklahoma	2,700	6	214	2,500	5	260
Oregon	2,600	7	217	2,500	4	263
Pennsylvania	3,300	5	223	2,800	3	267
Rhode Island	2,700	4	216	2,800	4	261
South Carolina	2,700	7	213	2,600	7	257
South Dakota	2,700	5	222	2,700	3	269
Tennessee	2,700	7	214	2,400	7	259
Texas	7,700	11	219	7,800	7	258
Utah	2,800	4	221	2,700	5	262
Vermont	2,000	5	227	2,200	4	269
Virginia	2,500	12	226	2,600	7	268
Washington	2,800	4	223	2,600	4	265
West Virginia	2,600	5	215	2,500	6	255
Wisconsin	2,600	6	221	2,500	6	266
Wyoming	1,800	2	223	2,000	3	268
Other jurisdictions						
District of Columbia	2,100	7	191	1,900	8	238
DoDEA[1]	2,300	4	226	1,700	3	271

[1] Department of Defense Education Activity Schools (domestic and overseas).

NOTE: The NAEP reading scale ranges from 0 to 500. Sample sizes are rounded to the nearest hundred, or indicated as <50 when the value is between 1

and 49.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Appendix A

Overview of Procedures Used for the NAEP 2005 Reading Assessment

This appendix provides an overview of the NAEP 2005 reading assessment's primary components—framework, development, administration, scoring, and analysis. The information provided about the state and national assessments covers grades 4, 8, and 12, as well as NAEP's Trial Urban District Assessment (TUDA).

The NAEP 2005 Reading Assessment

The National Assessment Governing Board (NAGB), created by Congress in 1988, is responsible for formulating policy for NAEP. NAGB is specifically charged with developing assessment objectives and test specifications. The design of the NAEP 2005 reading assessment follows the guidelines first provided in the framework developed for the 1992 assessment.[1] The framework underlying the 1992, 1994, 1998, 2000 (fourth grade only), 2002, 2003, and 2005 reading assessments reflects the expert opinions of educators and researchers about reading. The development of this framework and the specifications that guided the development of the assessment involved the critical input of hundreds of individuals across the country, including representatives of national education organizations, teachers, parents, policymakers, business leaders, and the interested general public. The framework development process was managed by the Council of Chief State School Officers (CCSSO) for NAGB.

The framework sets forth a broad definition of "reading literacy" that includes developing a general understanding of written text, thinking about it, and using various texts for different purposes. In addition, the framework views reading as an interactive and dynamic process involving the reader, the text, and the context of the reading experience. For example, readers may read stories to enjoy and appreciate the human experience, study science texts to form new hypotheses about knowledge, or follow directions to fill out a form. NAEP reflects current definitions of literacy by differentiating among three contexts for reading and four aspects of reading. The contexts for reading and aspects of reading make up the foundation of the NAEP reading assessment.

The "contexts for reading" dimension of the NAEP reading framework provides guidance for the types of texts to be included in the assessment. Although many commonalities exist among the different types of reading contexts, different contexts do lead to real differences in what readers do. For example, when *reading for literary experience*, readers make plot summaries and abstract major themes. They describe the interactions of various literary elements (e.g., setting, plot, characters, and theme). When *reading for information*, readers critically judge the organization and content of the text and explain their judgments. They also look for specific pieces of information. When *reading to perform a task*, readers apply what they learn from reading materials such as bus or train schedules, directions for repairs or games, classroom procedures, maps and so on.

The "aspects of reading" dimension of the NAEP reading framework provides guidance for the types of comprehension questions to be included in the assessment. The four aspects are 1) *forming a general understanding*, 2) *developing interpretation*, 3) *making reader/text connections*, and 4) *examining content and structure*. These four aspects represent different ways in which readers develop understanding of a text. In *forming a general understanding*, readers must consider the text as a whole and provide a global understanding of it. As readers engage in *developing interpretation*, they must extend initial impressions in order to develop a more complete understanding of what was read. This involves linking information across parts of a text or focusing on specific information. When *making reader/text connections*, the reader must connect information in the text with knowledge and experience. This might include applying ideas in the text to the real world. Finally, *examining content and structure* requires critically evaluating, comparing and contrasting, and understanding the effect of such features as irony, humor, and organization.

Figure A-1 demonstrates the relationship between these reading contexts and aspects of reading in the NAEP reading assessment. Included in the figure are sample questions that illustrate how each aspect of reading is assessed within each reading context. (Note that reading to perform a task is not assessed at grade 4.)

Figure A-1. Sample NAEP questions, by contexts for reading and aspects of reading specified in the reading framework

Context for reading	Aspect of reading: Forming a general understanding	Developing interpretation	Making reader/text connections	Examining content and structure
Reading for literary experience	*What is the story/plot about?*	*How did this character change from the beginning to the end of the story?*	*What other character that you have read about had a similar problem?*	*What is the mood of this story and how does the author use language to achieve it?*
Reading for information	*What point is the author making about this topic?*	*What caused this change?*	*What other event in history or recent news is similar to this one?*	*Is this author biased? Support your answer with information about this article.*
Reading to perform a task	*What time can you get a nonstop flight to X?*	*What must you do before step 3?*	*Describe a situation in which you would omit step 5.*	*Is the information in this brochure easy to use?*

SOURCE: National Assessment Governing Board. (2004). *Reading Framework for the 2005 National Assessment of Educational Progress.* Washington, DC: Author.

The assessment framework specifies not only the particular dimensions of reading literacy to be measured, but also the percentage of assessment questions that should be devoted to each. The target percentage distribution for contexts for reading and aspects of reading as specified in the framework, along with the actual percentage distribution in the assessment, are presented in tables A-1 and A-2.

Table A-1. Target and actual percentage distribution of questions, by context for reading, grades 4, 8, and 12: 2005

Grade	Context for reading: Reading for literary experience	Reading for information	Reading to perform a task
Grade 4			
Target	55	45	†
Actual	51	49	†
Grade 8			
Target	40	40	20
Actual	29	40	31
Grade 12			
Target	35	45	20
Actual	23	50	27

† Not applicable. Reading to perform a task was not assessed at grade 4.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-2. Target and actual percentage distribution of student time, by aspect of reading, grades 4, 8, and 12: 2005

Grade	Aspect of reading: Forming a general understanding and developing interpretation	Making reader/text connections	Examining content and structure
Grade 4			
Target	60	15	25
Actual	68	14	17
Grade 8			
Target	55	15	30
Actual	59	17	24
Grade 12			
Target	50	15	35
Actual	56	14	29

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

The actual content of the assessment has varied from the targeted distribution. For example, at grade 8 reading for literary experience falls below the target proportions and reading for information falls above the target proportions specified in the framework. The reading instrument development panel responsible for overseeing the development of the assessment recognized this variance, but felt strongly that assessment questions must be sensitive to the unique elements of the authentic reading materials being used. Thus, the distribution of question classifications will vary across reading passages and reading contexts. However, in creating the subscales for the reading assessment, the performance results from the contexts for reading were weighted according to the percentages specified by the framework.

The Assessment Design

Each student who participated in the 2005 reading assessment received a booklet containing three or four sections: a set of general background questions, a set of subject-specific background questions, and one or two sets of questions assessing students' comprehension of a text or texts. The sets of questions assessing students' comprehension are referred to as "blocks." Each block contains one or more reading passages and a set of comprehension questions. At grades 8 and 12, students were given either two 25-minute blocks or one 50-minute block. At grade 4, however, only 25-minute blocks were used.

The blocks contain a combination of multiple-choice and constructed-response questions. Multiple-choice questions require students to select the best answer from a set of four options. Constructed-response questions require students to provide their own written response to an open-ended question. Short constructed-response questions may require a response of only a sentence or two for the answer to be considered complete. Extended constructed-response questions, however, may require a response of a paragraph or more for the answer to receive full credit. Each constructed-response question has its own unique scoring guide that is used by trained scorers to rate students' responses. (See the "Data Collection and Scoring" section of this appendix.)

The grade 4 assessment consisted of ten 25-minute blocks: five blocks of literary texts and questions and five blocks of informative texts and questions. Each block contained one passage corresponding to one of the contexts for reading and 9 to 12 multiple-choice and constructed-response questions. In most blocks, one of the constructed-response questions required an extended response. As a whole, the 2005 fourth-grade assessment consisted of 52 multiple-choice questions, 39 short constructed-response questions, and 8 extended constructed-response questions.

The grade 8 assessment consisted of twelve 25-minute blocks (four literary, four informative, and four to perform a task) and one 50-minute block (informative). Each block contained at least one passage corresponding to one of the contexts for reading and 9 to 13 multiple-choice and constructed-response questions. Most blocks contained at least one extended constructed-response question. As a whole, the eighth-grade assessment consisted of 62 multiple-choice questions, 65 short constructed-response questions, and 15 extended constructed-response questions.

The grade 12 assessment consisted of nine 25-minute blocks (three literary, three informative, and three task) and two 50-minute blocks (informative). The blocks contained at least one passage and 8 to 16 multiple-choice and constructed-response questions. Each block contained at least one extended constructed-response question. As a whole, the twelfth-grade assessment contained 46 multiple-choice questions, 57 short constructed-response questions, and 13 extended constructed-response questions.

The assessment design allowed maximum coverage of a range of reading abilities at each grade, while minimizing the time burden for any one student. This was accomplished through the use of a matrix sampling of items in which representative samples of students took various portions of the entire pool of assessment questions. Individual students are required to take only a small portion, but the aggregate results across the entire assessment allow for a broad reporting of reading abilities for the targeted population.

In addition to matrix sampling, the assessment design utilized a procedure for distributing blocks across booklets that controlled for position and context effects. Students received different blocks of passages and comprehension questions in their booklets according to a procedure that assigned blocks of questions, balancing the positioning of blocks across booklets, and balancing the pairing of blocks within booklets according to the context for reading. Blocks were balanced within each context for reading and were partially balanced across contexts for reading. The procedure also cycled the booklets for administration so that, typically, only a few students in any assessment session received the same booklet.

In addition to the student assessment booklets, three other instruments provided data relating to the assessment: a teacher questionnaire, a school questionnaire, and questionnaires about students with disabilities (SD) and/or English language learners (ELL). The teacher questionnaire was administered to teachers of fourth- and eighth-grade students participating in the assessment. The questionnaire focused on the teacher's general background and experience, the teacher's background related to reading, and type of classroom organization. The fourth-grade teacher questionnaire also included questions on reading instruction. The school questionnaire was given to the principal or other administrator in each participating school. The questions asked about school policies, programs, facilities, and the demographic composition and background of the students and teachers at the school.

The SD and ELL questionnaires were completed by a school staff member knowledgeable about those students selected to participate in the assessment who were identified as having an Individualized Education Program (IEP) or equivalent plan (for reasons other than being gifted or talented), or as being an English language learner. An SD or ELL questionnaire was completed for each identified student in the NAEP sample. Each SD or ELL questionnaire asked about the student (for example, type of disability or language spoken other than English) and the special instructional programs (i.e., proportion of time spent in mainstream/general education classes, or specially designed instruction) in which he or she participated.

NAEP Samples

National Sample

The national results presented in this report are based on nationally representative probability samples of fourth- and eighth-grade students. The national sample consisted of the combined sample of public school students assessed in each state and an additional nonpublic school sample. The method of creating the national sample as an aggregate of the state samples has been used since 2002. Prior to 2002, separate samples were drawn for the NAEP national and state assessments. For 2005, the sampling frame for public schools was the Common Core of Data (CCD) file corresponding to the 2002–03 school year. The CCD file provided the frame for all regular public, state-operated public, Bureau of Indian Affairs, and Department of Defense domestic schools that were open during the 2002–03 school year. The sampling frame for private schools was developed from the 2001–02 Private School Survey (PSS), which was carried out by the U.S. Census Bureau for the National Center for Education Statistics (NCES). The PSS is a biennial mail survey of all private schools in the 50 states and the District of Columbia. The combined sample was chosen using a stratified two-stage design that involved sampling students from selected schools (public and nonpublic).

Each selected school that participated in the assessment and each student assessed represents a portion of the population of interest. Sampling weights are needed to make valid inferences from the student samples to the respective populations from which they were drawn. Sampling weights account for disproportionate representation of students from different states and for students who attend nonpublic schools. Sampling weights also account for lower sampling rates for very small schools and are used to adjust for school and student nonresponse.

For the 2005 national assessment, as for the 2002 and 2003 assessments, accommodations for students with disabilities (SD) and English language learners (ELL) were permitted for the entire sample of students. This procedure differs from the one for the 1998 and 2000 national assessments, in which data were collected from samples of students where assessment accommodations were not permitted and from samples of students where accommodations were permitted. In 2005, accommodations were offered when a student had an Individualized Education Program (IEP) indicating the need for accommodations because of a disability, or was protected under Section 504 of the Rehabilitation Act of 1973 because of a disability, or was identified as being an English language learner, or was normally offered accommodations in other assessment situations.[2] All other students were asked to participate in the assessment under standard conditions. Prior to 1998, testing accommodations (e.g., extended time, small group testing) were not permitted for students with disabilities and English language learners selected to participate in the NAEP reading assessments.

The sample sizes and target populations for the 2005 reading assessment are listed for the nation (public) and states in table A-3. In 2005, Department of Defense Education Activity (DoDEA) schools are reported as a single jurisdiction; in past years, domestic (Department of Defense Domestic Dependent Elementary and Secondary Schools or DDESS) and overseas (Department of Defense Dependents Schools or DoDDS) schools were considered separate jurisdictions.

In the 2005 assessment, as in the 2002 and 2003 NAEP assessments, a number of large urban school districts participated on a voluntary basis in a Trial Urban District Assessment (TUDA), and larger than normal NAEP samples were drawn in these districts to permit reliable reporting of student group performance. Reports from these Trial Urban District Assessments (TUDAs) for 2002 and 2003 are available on the NAEP website (http://nces.ed.gov/nationsreportcard/); a report for 2005 is forthcoming. The sample sizes and target populations for the districts participating in TUDA are given in table A-4.

Table A-3. National and state student sample sizes and target populations, grades 4 and 8: 2005

State/jurisdiction	Grade 4		Grade 8	
	Sample size	Target population	Sample size	Target population
Nation	**177,500**	**4,174,000**	**168,800**	**4,051,000**
Public	168,400	3,745,000	159,800	3,662,000
Nonpublic	9,100	429,000	9,000	389,000
Alabama	2,600	60,000	2,300	58,000
Alaska	2,800	11,000	2,600	11,000
Arizona	3,000	75,000	3,000	72,000
Arkansas	2,900	37,000	2,800	36,000
California	11,200	498,000	10,200	456,000
Colorado	2,900	57,000	2,500	57,000
Connecticut	2,900	45,000	2,800	43,000
Delaware	2,700	10,000	2,800	9,000
Florida	4,600	192,000	4,100	193,000
Georgia	4,300	117,000	3,900	113,000
Hawaii	2,800	15,000	2,800	14,000
Idaho	3,000	19,000	2,900	20,000
Illinois	4,300	160,000	4,200	157,000
Indiana	2,800	82,000	2,900	79,000
Iowa	3,200	36,000	2,800	37,000
Kansas	3,200	35,000	2,800	36,000
Kentucky	2,900	49,000	2,900	49,000
Louisiana	2,800	63,000	2,500	65,000
Maine	2,700	16,000	2,600	17,000
Maryland	2,900	67,000	2,700	65,000
Massachusetts	4,100	77,000	3,800	75,000
Michigan	2,600	134,000	2,600	132,000
Minnesota	2,700	64,000	2,600	67,000
Mississippi	2,900	41,000	2,800	38,000
Missouri	2,800	70,000	2,800	70,000
Montana	2,800	12,000	2,700	13,000
Nebraska	3,100	24,000	2,900	24,000
Nevada	3,000	29,000	2,800	27,000
New Hampshire	2,700	17,000	2,500	17,000
New Jersey	2,900	103,000	2,800	97,000
New Mexico	2,900	26,000	2,800	26,000
New York	5,100	219,000	4,500	208,000
North Carolina	4,200	106,000	4,100	102,000
North Dakota	2,200	8,000	2,500	9,000
Ohio	3,700	145,000	3,600	153,000
Oklahoma	2,800	48,000	2,600	47,000
Oregon	2,800	42,000	2,600	42,000
Pennsylvania	3,500	140,000	2,900	144,000
Rhode Island	2,800	13,000	2,900	12,000
South Carolina	2,900	53,000	2,800	56,000
South Dakota	2,800	10,000	2,800	10,000
Tennessee	2,900	73,000	2,600	68,000
Texas	9,200	322,000	8,500	313,000
Utah	2,900	36,000	2,900	36,000
Vermont	2,100	8,000	2,300	8,000
Virginia	2,900	92,000	2,800	90,000
Washington	2,900	78,000	2,800	81,000
West Virginia	2,800	23,000	2,600	24,000
Wisconsin	2,700	64,000	2,700	71,000
Wyoming	1,800	7,000	2,100	7,000
Other jurisdictions				
District of Columbia	2,300	6,000	2,100	3,000
DoDEA[1]	2,500	10,000	1,800	7,000

[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP.

NOTE: The sample size is rounded to the nearest hundred. The target population is rounded to the nearest thousand. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-4. Trial Urban District Assessment student sample sizes and target populations, grades 4 and 8: 2005

District	Grade 4		Grade 8	
	Sample size	Target population	Sample size	Target population
Atlanta	1,200	6,000	1,100	4,000
Austin	1,500	7,000	1,300	6,000
Boston	1,300	5,000	1,200	5,000
Charlotte	1,500	9,000	1,500	8,000
Chicago	2,100	36,000	2,100	35,000
Cleveland	1,100	7,000	1,000	5,000
District of Columbia	2,300	6,000	2,100	3,000
Houston	2,200	18,000	1,900	14,000
Los Angeles	2,200	63,000	1,900	50,000
New York City	2,100	81,000	1,800	70,000
San Diego	1,400	12,000	1,400	10,000

NOTE: The sample size is rounded to the nearest hundred. The target population is rounded to the nearest thousand.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Reading Assessment.

Table A-5 provides a summary of the 2005 national school and student participation rates for the reading assessment sample. Participation rates are presented for public and nonpublic schools, both individually and combined. Four different rates are presented. The first rate is a student-centered, weighted percentage of schools participating in the assessment, before substitution of demographically similar schools.[3] This rate is based only on the schools that were initially selected for the assessment. The numerator of this rate is the estimated number of students represented by the initially selected schools that participated in the assessment. The denominator is the estimated number of students represented by the initially selected schools that had eligible students enrolled.

The second school participation rate is a student-centered, weighted participation rate after substitution. The numerator of this rate is the estimated number of students represented by the participating schools, whether originally selected or selected as a substitute for a school that chose not to participate. The denominator is the estimated number of students represented by the initially selected schools that had eligible students enrolled (this is the same as that for the weighted participation rate for the sample of schools before substitution). Because of the common denominators, the weighted participation rate after substitution is at least as great as the weighted participation rate before substitution.

The third school participation rate is a school-centered, weighted percentage of schools participating in the assessment before substitution of demographically similar schools. This rate is based only on the schools that were initially selected for the assessment. The numerator of this rate is the estimated number of schools represented by the initially selected schools that participated in the assessment. The denominator is the estimated number of schools represented by the initially selected schools that had eligible students enrolled.

The fourth school participation rate is a school-centered, weighted participation rate after substitution. The numerator is the estimated number of schools represented by the participating schools, whether originally selected or selected as a substitute for a school that did not participate. The denominator is the estimated number of schools represented by the initially selected schools that had eligible students enrolled.

The student-centered and school-centered school participation rates differ if school participation is associated with the size of the school. If the student-centered rate is higher than the school-centered rate, this indicates that larger schools participated at a higher rate than smaller schools. If the student-centered rate is lower, smaller schools participated at a higher rate than larger schools.

Also presented in table A-5 are weighted student participation rates. Some students sampled for NAEP are not assessed because they cannot meaningfully participate (for example, a student with severe impairment of cognitive functioning). The numerator of this rate is the estimated number of students who are represented by the students assessed (in either an initial session or a makeup session). The denominator of this rate is the estimated number of students represented by the eligible sampled students in participating schools.

Table A-5. National school and student participation rates, by type of school, grades 4, 8, and 12: 2005

Type of school	School participation					Student participation	
	Student-weighted		School-weighted				
	Percent before substitution	Percent after substitution	Percent before substitution	Percent after substitution	Number of schools participating after substitution	Student-weighted percent	Number of students assessed
Grade 4							
Nation	**96**	**98**	**90**	**94**	**9,500**	**94**	**165,700**
Public	100	100	100	100	8,700	94	156,800
Private	68	83	64	78	700	95	6,200
Grade 8							
Nation	**97**	**98**	**86**	**90**	**7,200**	**91**	**159,400**
Public	99	99	99	99	6,500	91	150,600
Private	67	81	65	76	700	94	6,800
Grade 12							
Nation	**82**	**87**	**76**	**83**	**900**	**67**	**12,100**
Public	85	90	87	92	700	66	9,600
Private	47	59	48	58	200	83	2,500

NOTE: The national totals for schools include Department of Defense Education Activity (overseas and domestic schools) and Bureau of Indian Affairs schools, which are not included in either the public or private totals. The national totals for students include students in these schools. The number of schools and students are rounded to the nearest hundred. Columns of percentages have different denominators; see accompanying text for definitions.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

State Samples

The results of the 2005 state assessment in reading provided in this report are based on state-level samples of fourth- and eighth-grade public school students. The samples were selected using a two-stage sample design that first selected schools within each state or other jurisdiction and then selected students within schools. The samples were weighted to allow valid inferences about the populations of interest. Participation rates for the states and other jurisdictions were calculated the same way that rates were computed for the nation. Tables A-6 and A-7 display weighted school and student participation rates, for the state samples at grades 4 and 8, respectively.

Table A-6. School and student participation rates, grade 4 public schools: By state, 2005

State/jurisdiction	School participation					Student participation	
	Student-weighted		School-weighted				
	Percent before substitution	Percent after substitution	Percent before substitution	Percent after substitution	Number of schools participating after substitution	Student-weighted percent	Number of students assessed
Nation (public)	**100**	**100**	**100**	**100**	**8,700**	**94**	**156,800**
Alabama	100	100	100	100	100	94	2,600
Alaska	99	99	97	97	200	94	2,700
Arizona	100	100	100	100	100	94	2,800
Arkansas	100	100	100	100	200	94	2,600
California	100	100	99	99	400	94	10,600
Colorado	98	98	99	99	100	95	2,700
Connecticut	100	100	100	100	100	94	2,800
Delaware	100	100	100	100	100	92	2,300
Florida	100	100	100	100	200	93	4,200
Georgia	100	100	100	100	200	94	4,100
Hawaii	100	100	100	100	100	95	2,700
Idaho	100	100	100	100	200	95	2,900
Illinois	97	97	97	97	200	94	3,900
Indiana	100	100	100	100	100	95	2,600
Iowa	100	100	100	100	100	95	3,000
Kansas	100	100	100	100	100	95	3,100
Kentucky	100	100	100	100	100	94	2,600
Louisiana	100	100	100	100	100	95	2,400
Maine	100	100	99	99	200	93	2,500
Maryland	99	99	99	99	100	94	2,700
Massachusetts	100	100	100	100	200	94	3,700
Michigan	99	99	99	99	100	93	2,400
Minnesota	97	97	98	98	100	93	2,600
Mississippi	100	100	100	100	100	94	2,700
Missouri	100	100	100	100	200	94	2,600
Montana	98	98	98	98	300	94	2,600
Nebraska	100	100	100	100	200	94	2,900
Nevada	100	100	100	100	100	92	2,800
New Hampshire	97	97	99	99	200	93	2,600
New Jersey	98	98	98	98	100	93	2,700
New Mexico	100	100	100	100	200	94	2,600
New York	100	100	100	100	200	90	4,800
North Carolina	100	100	100	100	200	94	4,000
North Dakota	100	100	100	100	300	95	2,100
Ohio	100	100	100	100	200	94	3,300
Oklahoma	100	100	100	100	200	95	2,700
Oregon	100	100	99	99	200	94	2,600
Pennsylvania	100	100	100	100	100	95	3,300
Rhode Island	100	100	100	100	100	93	2,700
South Carolina	100	100	100	100	100	94	2,700
South Dakota	100	100	100	100	300	95	2,700
Tennessee	100	100	100	100	100	95	2,700
Texas	100	100	100	100	400	94	7,700
Utah	100	100	100	100	100	93	2,800
Vermont	100	100	100	100	200	93	2,000
Virginia	99	99	99	99	100	94	2,500
Washington	100	100	100	100	100	94	2,800
West Virginia	100	100	100	100	200	94	2,600
Wisconsin	97	97	97	97	200	94	2,600
Wyoming	100	100	99	99	200	95	1,800
Other jurisdictions							
District of Columbia	100	100	100	100	100	92	2,100
DoDEA[1]	100	100	99	99	100	93	2,300

[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP.

NOTE: The numbers of schools and students are rounded to the nearest hundred. Detail may not sum to totals because of rounding. Columns of percentages have different denominators; see accompanying text for definitions.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-7. School and student participation rates, grade 8 public schools: By state, 2005

State/jurisdiction	School participation					Student participation	
	Student-weighted		School-weighted				
	Percent before substitution	Percent after substitution	Percent before substitution	Percent after substitution	Number of schools participating after substitution	Student-weighted percent	Number of students assessed
Nation (public)	**99**	**99**	**99**	**99**	**6,500**	**91**	**150,600**
Alabama	100	100	100	100	100	93	2,300
Alaska	99	99	96	96	100	91	2,600
Arizona	100	100	100	100	100	90	2,800
Arkansas	100	100	100	100	100	92	2,600
California	99	99	98	98	400	92	9,800
Colorado	98	98	99	99	100	90	2,400
Connecticut	100	100	100	100	100	90	2,700
Delaware	100	100	100	100	< 50	89	2,500
Florida	100	100	96	96	200	90	3,800
Georgia	100	100	100	100	100	94	3,700
Hawaii	100	100	100	100	100	89	2,600
Idaho	100	100	100	100	100	93	2,900
Illinois	98	98	99	99	200	91	3,900
Indiana	98	98	99	99	100	92	2,700
Iowa	100	100	100	100	100	93	2,700
Kansas	100	100	100	100	100	93	2,700
Kentucky	100	100	100	100	100	93	2,700
Louisiana	100	100	100	100	100	90	2,200
Maine	98	98	100	100	100	89	2,400
Maryland	99	99	99	99	100	88	2,500
Massachusetts	97	97	94	94	100	91	3,500
Michigan	100	100	100	100	100	89	2,400
Minnesota	98	98	99	99	100	88	2,500
Mississippi	100	100	100	100	100	92	2,700
Missouri	100	100	100	100	100	91	2,600
Montana	98	98	96	96	200	92	2,600
Nebraska	100	100	100	100	100	92	2,800
Nevada	100	100	100	100	100	88	2,700
New Hampshire	96	96	99	99	100	89	2,400
New Jersey	99	99	98	98	100	91	2,600
New Mexico	100	100	98	98	100	91	2,600
New York	100	100	100	100	200	85	4,200
North Carolina	100	100	100	100	100	91	3,900
North Dakota	100	100	99	99	200	95	2,300
Ohio	100	100	100	100	100	90	3,200
Oklahoma	100	100	100	100	100	92	2,500
Oregon	100	100	100	100	100	91	2,500
Pennsylvania	100	100	100	100	100	92	2,800
Rhode Island	100	100	100	100	100	92	2,800
South Carolina	100	100	100	100	100	93	2,600
South Dakota	100	100	100	100	200	95	2,700
Tennessee	100	100	100	100	100	92	2,400
Texas	100	100	100	100	300	91	7,800
Utah	100	100	100	100	100	91	2,700
Vermont	100	100	100	100	100	92	2,200
Virginia	100	100	100	100	100	93	2,600
Washington	100	100	98	98	100	90	2,600
West Virginia	100	100	100	100	100	91	2,500
Wisconsin	96	96	96	96	100	91	2,500
Wyoming	100	100	100	100	100	91	2,000
Other jurisdictions							
District of Columbia	100	100	100	100	< 50	85	1,900
DoDEA[1]	100	100	99	99	100	94	1,700

[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP.

NOTE: The numbers of schools and students are rounded to the nearest hundred, or indicated as < 50 where the value was between 1 and 49. Detail may not sum to totals because of rounding. Columns of percentages have different denominators; see accompanying text for definitions.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

District Samples

Results from the 2005 reading assessment are also reported for district-level samples of fourth- and eighth-grade students in the large urban school districts that participated in the Trial Urban District Assessment (TUDA)—Atlanta City, Austin, Boston School District, Charlotte-Mecklenburg Schools, City of Chicago School District 299, Cleveland Municipal School District, Houston Independent School District, Los Angeles Unified, New York City Public Schools, and San Diego City Unified. The District of Columbia, which is regularly included in NAEP assessments as a jurisdiction, also participated in TUDA. The sample of students in the urban school districts represents an augmentation of the sample of students who would usually be selected as part of state samples. These samples allow reliable reporting of student groups within these districts. Furthermore, all students at more local geographic sampling levels are assumed to be part of broader samples. For example, Houston is one of the urban districts included in the TUDA. Data from students tested in the Houston sample were used to report results for Houston, but also contributed to the Texas and national estimates. Participation rates for the urban district samples are presented in table A-8.

Table A-8. School and student participation rates, grades 4 and 8 public schools: By urban district, 2005

	School participation		Student participation	
District	Student-weighted percent before substitution	Number of schools participating	Student-weighted percent	Number of students assessed
Grade 4				
Atlanta	100	100	93	1,200
Austin	100	100	94	1,200
Boston	99	100	94	1,200
Charlotte	100	100	95	1,500
Chicago	100	100	95	1,900
Cleveland	100	100	88	900
District of Columbia	100	100	92	2,100
Houston	100	100	95	1,700
Los Angeles	100	100	93	2,100
New York City	100	100	91	1,900
San Diego	100	100	92	1,300
Grade 8				
Atlanta	100	< 50	90	1,000
Austin	100	< 50	89	1,200
Boston	99	< 50	91	1,100
Charlotte	100	< 50	91	1,400
Chicago	100	100	95	1,900
Cleveland	100	< 50	78	800
District of Columbia	100	< 50	85	1,900
Houston	100	< 50	88	1,700
Los Angeles	99	100	89	1,800
New York City	100	100	84	1,700
San Diego	100	< 50	89	1,300

NOTE: The numbers of schools and students are rounded to the nearest hundred, or indicated as < 50 where the value was between 1 and 49.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Reading Assessment.

Standards for State Sample Participation and Reporting of Results

In carrying out the 2005 state assessment program, the NAEP program in the National Center for Education Statistics (NCES) established participation rate standards that states and other jurisdictions were required to meet in order for their results to be reported. Participation rates before substitution needed to be at least 80 percent for schools and at least 85 percent for students. In the 2005 reading assessment at both fourth and eighth grades, all jurisdictions met NAEP participation rate standards and the National Assessment Governing Board (NAGB) standard of 85 percent school participation. Further information on the NCES guidelines used to report results in the state assessments, and the guidelines for notations when there was some risk of nonresponse bias in the reported results prior to the 2003 assessments, can be found in the NAEP 2002 reading report card (NCES 2003–521; see appendix A, "Standards for Sample Participation and Reporting of Results").

Students With Disabilities (SD) and/or English Language Learners (ELL)

It is important to assess all selected students from the target population. Therefore, every effort is made to ensure that all selected students who are capable of participating in the assessment are assessed. Some students sampled for participation in NAEP can be excluded from the sample according to carefully defined criteria. These criteria were revised in 1996 to communicate more clearly a presumption of inclusion except under special circumstances. According to these criteria, students who had an Individualized Education Program (IEP) or were protected under Section 504 of the Rehabilitation Act of 1973 were to be included in the NAEP assessment except when:

- the school's IEP team determined that the student could not participate because the student's cognitive functioning was so severely impaired that he or she could not participate; or
- the student's IEP required that the student had to be tested with an accommodation or adaptation that NAEP does not allow and the student could not demonstrate his or her knowledge without that accommodation.

All English language learners who received academic instruction in English for three years or more were to be included in the assessment. Those students identified as ELL who received instruction in English for fewer than three years were to be included unless school staff judged them to be incapable of participating in the assessment in English.

Participation of SD/ELL Students in the NAEP Samples

Testing all sampled students is the best way for NAEP to ensure that the statistics generated by the assessment are as representative as possible of the performance of the entire national population and the populations of participating jurisdictions. However, all groups of students include certain proportions that cannot be tested in large-scale assessments (such as students who have profound mental disabilities) or who can only be tested through the use of testing accommodations such as extra time, one-on-one administration, or use of magnifying equipment. Some students with disabilities and some English language learners cannot show on a test what they know and can do unless they are provided with accommodations. When such accommodations are not allowed, students requiring such adjustments are often excluded from large-scale assessments such as NAEP. This phenomenon has become more common since the 1990s, particularly with the passage of the 1997 Individuals with Disabilities Education Act (IDEA), which led schools and states to identify increasing proportions of students as needing accommodations on assessments in order to best show what they know and can do.[4] Furthermore, section 504 of the Rehabilitation Act of 1973 requires that, when students with disabilities are tested, schools must provide them with appropriate accommodations so that the test results accurately reflect students' achievement. In addition, as the proportion of ELL students in the population has increased, some states have started offering accommodations such as translations of assessments or the use of bilingual dictionaries as part of assessments.

Before 1996, no testing under nonstandard conditions was allowed in NAEP, and accommodations were not permitted. At that time, NAEP samples were able to include almost all sampled students in standard assessment sessions. However, as the influence of IDEA became more widespread, the failure to provide accommodations led to increasing levels of exclusion in the assessment. Such increases posed two threats to the program: they threatened the stability of trend lines (because excluding more students in one assessment year than in another might lead to apparent rather than real differences), and they made NAEP samples less than optimally representative of target populations.

A multipart strategy was adopted as a response to this challenge. The program had to move toward allowing the same assessment accommodations that were afforded students in state and district testing programs in order for NAEP samples to be as inclusive as possible. However, to allow accommodations represents a change in testing conditions that might affect measurement of changes over time. Therefore, beginning with the 1996 national assessments (in mathematics and science) and the 1998 state assessments (reading and writing), and up to 2000, NAEP assessed a series of parallel samples of students. In one set of samples, testing accommodations were not permitted; this allowed NAEP to maintain the measurement of achievement trends. Parallel samples in which accommodations were permitted were also assessed.[5] By having two overlapping samples and two sets of related data points, NAEP could meet two core program goals. First, data trends could be maintained. Second, parallel trend lines could be reported during the interim until the program transitioned to a sample with accommodations permitted as its only reporting format. Starting in 2002, NAEP has used only the more inclusive samples, in which assessment accommodations are permitted. In reading, national and state data from 1992, 1994, and 1998 are reported for the sample in which accommodations were not permitted. National and state data for the sample in which accommodations were permitted are reported for 1998, 2002, 2003, and 2005. National-only data at grade 4 for both accommodated and non-accommodated samples are reported for 2000. The 2000 reading assessment was conducted only at grade 4 with a national sample; there were no

state-level samples, and grades 8 and 12 were not assessed.

In order to make it possible to evaluate both the impact of increasing exclusion rates in some jurisdictions and differences between jurisdictions, complete data on exclusion in all years are included in this appendix. Because the exclusion rates may affect trend measurement within a jurisdiction, readers should consider the magnitude of exclusion rate changes when interpreting score changes in jurisdictions. In addition, different rates of exclusion may influence the meaning of state comparisons. Thus, exclusion data should be reviewed in this context as well.

Table A-9 presents the percentages of all public and nonpublic school students who were identified as students with disabilities (SD) or as English language learners (ELL), or both, for assessments where accommodations were not permitted. The table also includes the percentages of all students who were excluded SD and/or ELL and the percentages of all students who were assessed SD and/or ELL for those assessments. The denominator for these percentages includes assessed students plus excluded students; it does not include sampled students who were absent or refused to participate. Tables A-10 through A-15 show similar information by state and jurisdiction.

Table A-16 presents the percentages of all public and nonpublic school students who were identified as SD and/or ELL for assessments where accommodations were permitted. This table also includes the percentages of all students who were SD and/or ELL who were excluded, assessed, assessed without accommodations, and assessed with accommodations for students. Similar information is presented for states and jurisdictions in tables A-17 through A-22, and for districts that participated in the Trial Urban District Assessment in tables A-23 and A-24.

In the 2005 national sample, 6 percent of students at grade 4 and 5 percent of students at grade 8 were excluded from the assessment (see table A-16). Across the various jurisdictions that participated in the 2005 state assessment, the percentage of students excluded ranged from 2 to 14 percent at grade 4 (see table A-17) and from 2 to 11 percent at grade 8 (see table A-20). At the district level, between 4 and 23 percent of students were excluded at grade 4 (see table A-23), and between 3 and 14 percent were excluded at grade 8 (see table A-24).

Table A-9. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were *not* permitted, grades 4, 8, and 12, public and nonpublic schools: Various years, 1992–1998

Student characteristics	1992	1994	1998
Grade 4			
SD and/or ELL			
Identified	10	13	16
Excluded	6	5	9
Assessed	4	8	7
SD only			
Identified	7	10	11
Excluded	4	4	6
Assessed	3	6	5
ELL only			
Identified	3	4	6
Excluded	2	1	3
Assessed	1	2	2
Grade 8			
SD and/or ELL			
Identified	10	13	12
Excluded	7	7	6
Assessed	4	6	7
SD only			
Identified	8	11	10
Excluded	5	6	5
Assessed	3	5	5
ELL only			
Identified	3	3	3
Excluded	2	1	1
Assessed	1	1	2
Grade 12			
SD and/or ELL			
Identified	7	9	7
Excluded	5	5	3
Assessed	2	5	4
SD only			
Identified	5	7	6
Excluded	4	4	3
Assessed	1	3	3
ELL only			
Identified	2	2	2
Excluded	1	1	#
Assessed	1	1	2

The estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–1998 Reading Assessments.

Table A-10. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were *not* permitted, grade 4 public schools: By state, various years, 1992–1998

State/jurisdiction	1992			1994			1998		
	Identified	Excluded	Assessed	Identified	Excluded	Assessed	Identified	Excluded	Assessed
Nation (public)	**11**	**6**	**4**	**14**	**6**	**8**	**17**	**10**	**7**
Alabama	10	6	4	11	5	5	13	8	5
Arizona	16	7	9	21	7	14	22	10	12
Arkansas	11	5	6	12	6	6	11	5	6
California	28	14	13	31	12	18	31	15	15
Colorado	11	6	4	15	7	8	15	7	8
Connecticut	15	7	8	17	8	8	18	13	6
Delaware	12	6	6	15	6	9	16	7	9
Florida	17	9	8	22	10	11	18	9	9
Georgia	9	5	4	11	5	5	11	7	4
Hawaii	13	6	8	12	5	7	15	5	10
Idaho	9	4	5	12	5	7	—	—	—
Illinois	—	—	—	—	—	—	14	10	5
Indiana	8	4	3	11	5	6	—	—	—
Iowa	9	4	6	11	5	6	15	8	7
Kansas	—	—	—	—	—	—	12	6	7
Kentucky	8	4	4	8	4	4	13	9	4
Louisiana	8	4	4	11	6	5	15	12	3
Maine	12	5	6	17	10	7	15	8	7
Maryland	14	7	7	15	7	8	13	10	3
Massachusetts	17	7	10	18	8	10	19	8	11
Michigan	7	5	2	10	6	4	10	7	3
Minnesota	10	4	6	12	4	8	15	4	11
Mississippi	7	5	2	9	6	4	7	4	3
Missouri	11	5	6	12	5	7	14	7	7
Montana	—	—	—	11	4	8	10	4	6
Nebraska	13	4	9	16	4	12	—	—	—
Nevada	—	—	—	—	—	—	20	12	7
New Hampshire	12	4	7	15	6	9	14	5	9
New Jersey	10	6	5	12	6	6	—	—	—
New Mexico	13	8	6	18	8	10	28	11	16
New York	13	6	7	15	8	7	14	9	5
North Carolina	12	4	7	14	5	9	15	10	5
North Dakota	10	2	8	10	2	8	—	—	—
Ohio	10	6	4	—	—	—	—	—	—
Oklahoma	13	8	4	—	—	—	15	9	6
Oregon	—	—	—	—	—	—	20	7	12
Pennsylvania	9	4	5	11	6	5	—	—	—
Rhode Island	16	7	9	15	5	10	20	7	12
South Carolina	11	6	5	13	7	6	16	11	5
Tennessee	11	5	7	13	6	6	13	4	9
Texas	17	8	9	24	11	13	26	14	13
Utah	10	4	6	12	5	7	14	5	9
Virginia	12	6	6	13	7	6	15	8	7
Washington	—	—	—	15	5	9	15	5	10
West Virginia	8	5	3	12	7	5	12	9	3
Wisconsin	11	7	4	13	7	6	16	10	6
Wyoming	11	4	7	11	4	7	14	4	9
Other jurisdictions									
District of Columbia	12	10	3	12	9	3	16	11	6
DoDEA[1]	—	—	—	—	—	—	8	4	3

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding. States that did not participate in any of the reading assessments from 1992 to 1998 are not included in the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–1998 Reading Assessments.

Table A-11. Percentages of all students identified as students with disabilities, excluded, and assessed, when accommodations were *not* permitted, grade 4 public schools: By state, various years, 1992–1998

State/jurisdiction	1992			1994			1998		
	Identified	Excluded	Assessed	Identified	Excluded	Assessed	Identified	Excluded	Assessed
Nation (public)	**8**	**5**	**3**	**11**	**5**	**6**	**12**	**7**	**5**
Alabama	10	5	4	11	5	5	12	7	5
Arizona	8	5	3	10	4	6	10	5	5
Arkansas	11	5	5	12	6	6	10	4	6
California	8	4	4	9	4	4	6	3	3
Colorado	8	5	3	11	6	5	10	5	5
Connecticut	11	4	7	13	6	8	14	10	4
Delaware	11	5	6	14	6	9	14	7	8
Florida	13	7	6	17	9	9	14	8	6
Georgia	8	5	3	9	5	5	10	6	3
Hawaii	9	4	5	8	4	4	10	4	6
Idaho	8	3	4	10	4	6	—	—	—
Illinois	—	—	—	—	—	—	10	7	3
Indiana	7	4	3	11	5	6	—	—	—
Iowa	9	4	5	10	4	6	14	8	7
Kansas	—	—	—	—	—	—	11	5	6
Kentucky	7	4	4	8	4	4	13	9	4
Louisiana	7	4	3	11	6	5	15	12	3
Maine	11	5	6	16	10	6	13	8	6
Maryland	12	6	6	14	7	7	12	9	2
Massachusetts	14	6	8	14	5	9	16	7	9
Michigan	6	4	2	9	6	3	9	6	2
Minnesota	8	4	4	10	4	7	12	3	9
Mississippi	7	5	2	9	6	3	7	4	3
Missouri	11	4	6	12	5	7	14	7	6
Montana	—	—	—	10	3	7	9	4	5
Nebraska	13	4	9	15	4	11	—	—	—
Nevada	—	—	—	—	—	—	10	6	4
New Hampshire	11	4	7	15	6	9	14	5	9
New Jersey	7	3	3	9	4	5	—	—	—
New Mexico	10	6	4	14	6	8	14	9	5
New York	8	4	4	10	6	4	9	7	3
North Carolina	11	4	7	13	5	9	13	9	4
North Dakota	10	2	8	9	2	7	—	—	—
Ohio	9	6	3	—	—	—	—	—	—
Oklahoma	11	8	3	—	—	—	12	9	4
Oregon	—	—	—	—	—	—	14	6	8
Pennsylvania	7	3	4	10	5	4	—	—	—
Rhode Island	10	4	6	12	4	8	14	6	9
South Carolina	11	6	5	13	6	6	16	11	5
Tennessee	11	5	7	12	6	6	12	4	8
Texas	9	5	4	13	7	6	14	7	7
Utah	9	4	5	11	5	6	10	3	6
Virginia	11	6	5	12	6	6	12	7	5
Washington	—	—	—	11	4	7	11	4	7
West Virginia	8	5	3	12	7	5	12	9	3
Wisconsin	9	6	4	11	7	4	13	9	5
Wyoming	10	4	6	11	4	7	13	4	9
Other jurisdictions									
District of Columbia	9	7	2	7	5	1	10	9	1
DoDEA[1]	—	—	—	—	—	—	7	4	3

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding. States that did not participate in any of the reading assessments from 1992 to 1998 are not included in the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–1998 Reading Assessments.

Table A-12. Percentages of all students identified as English language learners, excluded, and assessed, when accommodations were *not* permitted, grade 4 public schools: By state, various years, 1992–1998

State/jurisdiction	1992			1994			1998		
	Identified	Excluded	Assessed	Identified	Excluded	Assessed	Identified	Excluded	Assessed
Nation (public)	**3**	**2**	**1**	**4**	**2**	**2**	**6**	**4**	**2**
Alabama	#	#	#	#	#	#	1	1	#
Arizona	10	3	6	11	3	8	14	6	8
Arkansas	#	#	#	#	#	#	1	1	#
California	21	11	10	24	9	14	26	13	13
Colorado	2	2	1	4	2	2	5	2	3
Connecticut	4	3	1	4	3	1	5	4	1
Delaware	1	#	1	1	1	1	2	#	2
Florida	4	2	2	5	2	3	5	2	3
Georgia	1	1	#	2	1	1	1	1	#
Hawaii	5	2	2	5	1	3	6	1	4
Idaho	2	1	1	3	1	2	—	—	—
Illinois	—	—	—	—	—	—	5	3	2
Indiana	#	#	#	#	#	#	—	—	—
Iowa	1	#	1	1	#	#	1	#	1
Kansas	—	—	—	—	—	—	1	1	#
Kentucky	#	#	#	#	#	#	#	#	#
Louisiana	1	#	1	1	#	1	1	1	#
Maine	#	#	#	#	#	#	1	#	1
Maryland	2	1	1	1	1	1	2	1	1
Massachusetts	3	2	1	4	3	1	4	2	2
Michigan	1	1	#	1	#	#	2	1	1
Minnesota	2	1	2	2	1	1	4	2	3
Mississippi	#	#	#	#	#	#	#	#	#
Missouri	#	#	#	#	#	#	1	#	1
Montana	—	—	—	1	#	1	1	#	1
Nebraska	1	1	#	1	1	1	—	—	—
Nevada	—	—	—	—	—	—	10	7	4
New Hampshire	#	#	#	#	#	#	#	#	#
New Jersey	4	2	1	3	2	1	—	—	—
New Mexico	4	2	2	4	2	2	16	4	12
New York	5	2	3	6	3	3	5	2	3
North Carolina	1	1	#	1	1	#	2	1	1
North Dakota	#	#	#	1	#	#	—	—	—
Ohio	1	1	#	—	—	—	—	—	—
Oklahoma	2	1	1	—	—	—	3	1	2
Oregon	—	—	—	—	—	—	7	2	5
Pennsylvania	1	1	1	1	1	1	—	—	—
Rhode Island	6	4	3	3	1	2	6	2	4
South Carolina	#	#	#	#	#	#	1	#	#
Tennessee	#	#	#	#	#	#	1	#	#
Texas	9	3	5	13	5	8	13	7	6
Utah	1	1	#	2	1	1	5	2	3
Virginia	1	1	1	2	1	1	4	1	2
Washington	—	—	—	4	1	2	4	1	3
West Virginia	#	#	#	#	#	#	#	#	#
Wisconsin	2	1	1	2	1	2	3	2	1
Wyoming	1	#	1	1	#	#	1	#	1
Other jurisdictions									
District of Columbia	4	3	1	6	4	2	7	2	4
DoDEA[1]	—	—	—	—	—	—	1	1	1

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

The estimate rounds to zero.

[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding. States that did not participate in any of the reading assessments from 1992 to 1998 are not included in the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–1998 Reading Assessments.

Table A-13. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were *not* permitted, grade 8 public schools: By state, 1998

State/jurisdiction	1998		
	Identified	Excluded	Assessed
Nation (public)	**14**	**6**	**7**
Alabama	12	6	6
Arizona	17	7	11
Arkansas	12	7	5
California	23	8	15
Colorado	14	5	9
Connecticut	15	8	7
Delaware	14	6	8
Florida	17	5	12
Georgia	12	5	7
Hawaii	15	6	9
Illinois	12	6	6
Kansas	12	5	7
Kentucky	10	5	5
Louisiana	14	10	4
Maine	14	7	7
Maryland	12	7	5
Massachusetts	17	7	10
Minnesota	13	4	9
Mississippi	11	7	3
Missouri	13	6	6
Montana	11	3	8
Nevada	15	8	8
New Mexico	22	7	15
New York	16	10	6
North Carolina	14	9	5
Oklahoma	13	9	5
Oregon	14	4	11
Rhode Island	16	5	12
South Carolina	12	6	5
Tennessee	14	4	9
Texas	19	7	12
Utah	11	5	7
Virginia	13	7	6
Washington	13	4	8
West Virginia	14	8	6
Wisconsin	14	8	6
Wyoming	10	2	8
Other jurisdictions			
District of Columbia	14	9	5
DoDEA[1]	9	4	4

[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding. States that did not participate in the 1998 reading assessment are not included in the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

Table A-14. Percentages of all students identified as students with disabilities, excluded, and assessed, when accommodations were *not* permitted, grade 8 public schools: By state,1998

State/jurisdiction	1998		
	Identified	Excluded	Assessed
Nation (public)	**11**	**6**	**5**
Alabama	12	6	6
Arizona	9	5	4
Arkansas	10	6	5
California	8	4	4
Colorado	10	3	6
Connecticut	14	7	7
Delaware	13	6	7
Florida	13	4	9
Georgia	11	5	6
Hawaii	11	5	6
Illinois	9	5	5
Kansas	11	5	6
Kentucky	9	5	5
Louisiana	13	9	4
Maine	13	7	7
Maryland	11	6	5
Massachusetts	15	5	10
Minnesota	10	3	7
Mississippi	11	7	3
Missouri	11	5	6
Montana	11	3	8
Nevada	10	5	5
New Mexico	15	7	9
New York	10	7	4
North Carolina	12	8	5
Oklahoma	12	8	3
Oregon	12	3	8
Rhode Island	13	3	10
South Carolina	12	6	5
Tennessee	13	4	9
Texas	13	5	8
Utah	9	4	5
Virginia	12	6	5
Washington	10	3	7
West Virginia	14	8	6
Wisconsin	13	7	6
Wyoming	10	2	8
Other jurisdictions			
District of Columbia	9	6	2
DoDEA[1]	7	4	4

[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding. States that did not participate in the 1998 reading assessment are not included in the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

Table A-15. Percentages of all students identified as English language learners, excluded, and assessed, when accommodations were *not* permitted, grade 8 public schools: By state,1998

State/jurisdiction	1998		
	Identified	Excluded	Assessed
Nation (public)	**3**	**1**	**2**
Alabama	1	1	#
Arizona	9	2	7
Arkansas	1	1	#
California	18	6	12
Colorado	5	2	3
Connecticut	1	1	#
Delaware	2	1	1
Florida	4	1	3
Georgia	1	1	1
Hawaii	4	2	3
Illinois	3	1	1
Kansas	1	#	#
Kentucky	#	#	#
Louisiana	1	1	#
Maine	#	#	#
Maryland	1	1	#
Massachusetts	2	2	1
Minnesota	3	1	2
Mississippi	#	#	#
Missouri	1	1	#
Montana	#	#	#
Nevada	6	3	3
New Mexico	9	2	7
New York	6	4	2
North Carolina	2	1	1
Oklahoma	2	#	2
Oregon	3	1	2
Rhode Island	4	2	2
South Carolina	#	#	#
Tennessee	1	#	#
Texas	7	2	5
Utah	2	1	1
Virginia	2	1	1
Washington	3	1	2
West Virginia	#	#	#
Wisconsin	1	1	1
Wyoming	1	#	#
Other jurisdictions			
District of Columbia	6	3	3
DoDEA[1]	1	1	1

The estimate rounds to zero.

[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding. States that did not participate in the 1998 reading assessment are not included in the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

Table A-16. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were permitted, grades 4, 8, and 12 public and nonpublic schools: Various years, 1998–2005

Student characteristics	1998	2000	2002	2003	2005
Grade 4					
SD and/or ELL					
Identified	16	18	19	20	21
Excluded	6	6	6	6	6
Assessed	10	12	13	14	15
Without accommodations	7	10	9	9	9
With accommodations	3	2	4	5	6
SD only					
Identified	10	11	12	13	13
Excluded	4	4	5	4	5
Assessed	6	7	7	8	8
Without accommodations	3	5	4	4	3
With accommodations	3	2	3	4	5
ELL only					
Identified	6	8	8	10	10
Excluded	2	3	2	2	2
Assessed	4	5	6	7	8
Without accommodations	3	5	6	6	6
With accommodations	1	#	1	1	2
Grade 8					
SD and/or ELL					
Identified	12	—	17	17	17
Excluded	4	—	5	5	5
Assessed	9	—	11	12	13
Without accommodations	6	—	8	7	7
With accommodations	2	—	4	5	6
SD only					
Identified	10	—	12	13	12
Excluded	3	—	4	4	4
Assessed	7	—	8	9	8
Without accommodations	5	—	5	4	3
With accommodations	2	—	3	5	5
ELL only					
Identified	3	—	6	6	6
Excluded	1	—	2	1	1
Assessed	2	—	4	4	5
Without accommodations	2	—	4	4	4
With accommodations	#	—	#	1	1
Grade 12					
SD and/or ELL					
Identified	7	—	12	—	14
Excluded	2	—	4	—	4
Assessed	5	—	8	—	10
Without accommodations	4	—	6	—	5
With accommodations	1	—	2	—	4
SD only					
Identified	6	—	9	—	10
Excluded	2	—	3	—	3
Assessed	4	—	6	—	7
Without accommodations	3	—	4	—	3
With accommodations	1	—	2	—	4
ELL only					
Identified	2	—	3	—	4
Excluded	#	—	1	—	1
Assessed	2	—	3	—	3
Without accommodations	2	—	2	—	3
With accommodations	#	—	#	—	1

— Not available. Data were not collected at grades 8 or 12 in 2000, nor at grade 12 in 2003.

The estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Prior to 2005, students were identified as either ELL or non-ELL; in 2005, students were identified as ELL, non-ELL, or formerly ELL. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Table A-17. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, various years, 1998–2005

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations	Identified	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations
Nation (public)	**18**	**7**	**11**	**7**	**3**	**21**	**7**	**14**	**10**	**4**
Alabama	13	8	4	3	1	14	3	12	9	2
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	22	10	12	10	1	28	8	21	18	3
Arkansas	11	5	6	4	2	14	5	10	8	2
California	31	14	16	15	1	34	5	29	28	1
Colorado	15	6	9	6	3	—	—	—	—	—
Connecticut	18	10	8	5	3	16	5	11	5	6
Delaware	16	1	15	11	4	17	8	9	4	5
Florida	18	6	12	8	5	25	7	18	10	8
Georgia	11	5	6	3	3	13	4	9	6	3
Hawaii	15	5	10	9	1	18	6	12	7	5
Idaho	—	—	—	—	—	17	4	13	11	2
Illinois	14	6	8	6	2	20	7	14	8	6
Indiana	—	—	—	—	—	13	5	9	7	2
Iowa	15	5	10	7	3	16	8	8	3	5
Kansas	12	4	8	5	4	19	5	14	7	7
Kentucky	13	7	5	3	2	12	8	4	3	1
Louisiana	15	7	8	3	5	19	10	9	3	6
Maine	15	7	7	4	3	17	6	11	5	6
Maryland	13	6	8	4	4	14	7	7	5	2
Massachusetts	19	5	14	9	5	19	6	13	4	9
Michigan	10	6	4	3	1	14	7	6	5	1
Minnesota	15	3	12	9	3	19	5	13	10	4
Mississippi	7	4	3	2	#	7	4	3	2	1
Missouri	14	6	8	3	4	16	9	8	4	3
Montana	10	2	7	5	2	15	6	8	4	4
Nebraska	—	—	—	—	—	21	5	15	9	6
Nevada	20	11	9	8	1	27	10	17	14	3
New Hampshire	14	3	11	6	5	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	28	9	18	16	2	37	10	27	23	4
New York	14	7	7	2	4	18	8	9	3	6
North Carolina	15	7	9	3	6	19	12	7	3	4
North Dakota	—	—	—	—	—	18	5	13	9	3
Ohio	—	—	—	—	—	14	8	5	4	2
Oklahoma	15	9	6	5	1	21	5	15	10	5
Oregon	20	6	14	10	4	25	8	17	13	4
Pennsylvania	—	—	—	—	—	14	5	10	4	5
Rhode Island	20	7	13	9	4	25	6	19	8	11
South Carolina	16	8	9	6	3	16	5	12	9	3
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	13	4	9	8	2	14	3	10	9	1
Texas	26	13	14	11	3	27	11	16	14	2
Utah	14	6	8	6	2	19	6	13	9	4
Vermont	—	—	—	—	—	15	5	10	4	6
Virginia	15	6	9	4	5	18	10	8	5	3
Washington	15	5	10	7	3	15	5	11	7	4
West Virginia	12	8	4	2	1	16	10	5	3	2
Wisconsin	16	8	8	5	3	19	8	10	5	5
Wyoming	14	3	10	6	4	17	3	15	7	7
Other jurisdictions										
District of Columbia	16	9	8	5	3	19	8	11	5	5
DoDEA[1]	8	3	4	3	1	16	3	12	8	4

See notes at end of table.

Table A-17. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, various years, 1998–2005—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	**22**	**6**	**16**	**10**	**5**	**23**	**7**	**16**	**10**	**7**
Alabama	12	2	10	7	3	13	2	11	8	3
Alaska	29	3	27	20	7	32	3	28	17	12
Arizona	28	7	21	18	2	29	6	23	16	7
Arkansas	16	6	10	7	3	17	8	9	5	3
California	38	5	32	30	2	39	5	34	31	3
Colorado	18	3	15	7	8	22	4	18	5	13
Connecticut	15	5	10	4	6	17	3	13	4	9
Delaware	18	11	7	4	3	20	13	7	4	3
Florida	25	5	20	9	11	25	6	18	5	14
Georgia	16	4	12	6	5	15	6	10	6	4
Hawaii	17	4	13	6	7	18	3	15	7	8
Idaho	18	4	14	12	3	17	3	14	11	3
Illinois	22	8	14	7	7	22	7	14	8	6
Indiana	15	4	11	6	5	19	5	14	6	8
Iowa	17	7	11	4	6	19	6	13	4	9
Kansas	15	3	12	4	9	19	4	15	6	8
Kentucky	15	9	6	5	1	15	9	7	3	3
Louisiana	21	6	15	3	12	24	14	10	3	7
Maine	19	7	12	5	7	18	6	12	5	7
Maryland	16	7	9	6	3	15	6	9	4	5
Massachusetts	22	4	17	4	13	25	8	17	6	11
Michigan	15	7	8	5	3	16	7	9	5	5
Minnesota	19	3	16	10	6	20	3	17	9	8
Mississippi	10	6	4	3	1	13	4	9	7	2
Missouri	18	8	10	5	5	17	8	10	5	5
Montana	16	5	12	6	6	16	5	11	4	6
Nebraska	20	5	15	9	6	23	5	17	9	8
Nevada	26	8	17	13	5	25	7	18	13	5
New Hampshire	19	4	15	5	10	21	4	17	5	12
New Jersey	17	5	12	2	10	18	5	12	3	9
New Mexico	41	8	33	23	10	34	10	24	16	8
New York	19	8	11	3	8	20	6	14	2	13
North Carolina	20	7	13	5	8	22	4	18	5	13
North Dakota	17	4	13	9	4	16	5	10	6	4
Ohio	13	6	7	2	5	14	8	6	2	4
Oklahoma	22	6	16	11	5	22	6	16	7	9
Oregon	26	9	17	12	5	28	7	21	15	7
Pennsylvania	15	4	12	3	9	17	5	13	5	8
Rhode Island	26	5	21	8	13	25	4	22	9	13
South Carolina	18	8	10	8	2	17	7	11	8	3
South Dakota	18	4	14	8	5	18	5	13	8	5
Tennessee	15	4	11	8	2	13	7	6	3	2
Texas	26	11	15	14	1	26	11	16	13	3
Utah	22	5	17	11	6	21	4	17	11	6
Vermont	18	6	12	4	7	16	5	11	5	7
Virginia	19	10	9	5	4	23	12	11	7	4
Washington	20	5	15	10	5	20	4	16	8	8
West Virginia	15	9	6	4	2	18	5	12	9	4
Wisconsin	19	6	13	4	9	20	6	14	5	9
Wyoming	18	2	16	7	10	20	2	18	7	11
Other jurisdictions										
District of Columbia	18	6	12	3	9	20	7	12	3	9
DoDEA[1]	15	3	12	7	6	16	4	12	7	6

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

The estimate rounds to zero.

[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding. Prior to 2005, students were identified as either English language learners (ELL) or non-ELL; in 2005, students were identified as ELL, non-ELL, or formerly ELL. State-level data were not collected in 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Table A-18. Percentages of all students identified as students with disabilities, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, various years, 1998–2005

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations	Identified	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations
Nation (public)	**11**	**5**	**7**	**4**	**3**	**13**	**5**	**8**	**4**	**4**
Alabama	13	8	4	3	1	13	2	11	8	2
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	10	5	5	4	1	11	5	7	5	2
Arkansas	10	4	6	4	2	12	4	7	5	2
California	6	3	2	2	1	7	3	4	3	1
Colorado	10	3	8	4	3	—	—	—	—	—
Connecticut	14	7	7	4	3	13	4	9	4	6
Delaware	14	1	12	9	4	15	7	8	3	5
Florida	14	5	9	5	4	17	5	13	6	7
Georgia	9	4	6	3	3	10	3	7	4	3
Hawaii	10	4	7	5	1	12	4	8	3	4
Idaho	—	—	—	—	—	13	4	9	7	2
Illinois	10	3	6	4	2	13	4	9	4	5
Indiana	—	—	—	—	—	12	4	8	6	2
Iowa	14	5	9	6	3	15	7	8	3	5
Kansas	9	3	6	3	3	14	4	10	4	5
Kentucky	12	7	5	3	2	11	8	4	2	1
Louisiana	14	7	7	2	5	19	10	8	3	5
Maine	15	7	7	4	3	16	6	10	5	6
Maryland	11	5	6	2	4	12	6	6	4	2
Massachusetts	16	4	12	7	5	16	4	12	3	9
Michigan	9	5	3	2	1	11	7	4	3	1
Minnesota	12	3	9	6	3	13	4	10	6	3
Mississippi	7	4	3	2	#	7	4	3	2	1
Missouri	14	6	7	3	4	15	8	7	4	3
Montana	10	2	7	5	2	13	5	8	4	4
Nebraska	—	—	—	—	—	18	4	13	7	6
Nevada	10	6	4	4	1	12	5	7	5	2
New Hampshire	13	3	10	5	5	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	14	7	7	5	2	15	7	9	6	3
New York	9	4	5	1	4	14	6	8	2	5
North Carolina	14	6	8	2	6	17	10	6	3	4
North Dakota	—	—	—	—	—	16	5	11	8	3
Ohio	—	—	—	—	—	13	8	5	3	2
Oklahoma	13	9	5	3	1	17	5	13	8	5
Oregon	14	4	10	6	4	16	5	10	7	3
Pennsylvania	—	—	—	—	—	13	4	9	4	5
Rhode Island	14	5	10	6	3	19	3	15	6	10
South Carolina	15	7	8	5	3	16	4	11	8	3
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	12	3	9	7	2	11	3	8	6	1
Texas	14	7	8	5	2	14	8	6	5	2
Utah	10	4	6	4	1	12	4	7	5	3
Vermont	—	—	—	—	—	13	5	9	3	6
Virginia	14	6	8	4	4	14	8	6	3	3
Washington	11	4	8	5	3	13	4	9	6	4
West Virginia	12	8	4	2	1	15	10	5	3	2
Wisconsin	13	7	6	4	2	13	6	8	3	4
Wyoming	13	3	10	6	4	14	2	12	5	7
Other jurisdictions										
District of Columbia	10	6	4	2	2	14	7	7	3	4
DoDEA[1]	6	3	4	2	1	10	3	7	4	4

See notes at end of table.

Table A-18. Percentages of all students identified as students with disabilities, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, various years, 1998–2005—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	**14**	**5**	**9**	**4**	**5**	**14**	**5**	**9**	**4**	**5**
Alabama	12	2	10	7	3	12	2	10	7	3
Alaska	16	2	14	7	7	15	3	12	5	8
Arizona	11	5	6	4	2	12	4	8	3	4
Arkansas	13	5	8	5	3	13	6	7	4	3
California	10	3	8	6	2	9	3	7	4	2
Colorado	11	2	9	3	6	12	3	9	2	7
Connecticut	12	4	9	3	6	12	3	9	2	7
Delaware	17	10	6	3	3	17	12	5	2	2
Florida	16	3	13	4	9	19	5	14	4	10
Georgia	13	3	10	5	5	13	5	8	5	3
Hawaii	11	3	9	3	5	10	2	8	2	6
Idaho	12	3	10	7	3	10	3	7	5	2
Illinois	16	5	10	4	7	13	5	8	3	5
Indiana	13	4	10	5	4	16	4	12	5	7
Iowa	15	7	8	2	5	15	5	10	2	8
Kansas	13	2	11	3	8	13	3	10	3	6
Kentucky	14	8	6	4	1	14	8	6	3	3
Louisiana	20	6	14	3	12	23	14	9	2	7
Maine	18	7	11	4	7	18	6	11	5	7
Maryland	13	6	7	4	3	13	5	8	3	4
Massachusetts	17	3	15	2	12	20	7	13	3	10
Michigan	11	6	5	2	3	14	7	7	3	4
Minnesota	13	3	11	6	5	14	3	11	5	6
Mississippi	10	6	4	3	1	12	4	8	6	2
Missouri	16	7	9	4	5	15	7	8	4	4
Montana	14	5	9	4	5	13	5	8	2	6
Nebraska	17	4	13	7	6	17	5	12	6	7
Nevada	13	5	8	5	4	12	5	6	3	3
New Hampshire	17	3	14	4	10	19	3	15	4	11
New Jersey	13	3	10	1	8	15	4	11	2	8
New Mexico	18	4	14	7	7	14	6	8	4	5
New York	14	5	9	1	7	15	4	10	1	10
North Carolina	17	6	10	3	7	17	3	13	3	10
North Dakota	15	4	11	7	4	15	5	9	5	4
Ohio	12	6	7	2	5	13	8	5	1	4
Oklahoma	17	5	11	7	5	18	5	12	5	7
Oregon	17	7	10	6	4	15	5	11	6	4
Pennsylvania	14	3	11	2	8	15	4	11	4	7
Rhode Island	19	3	16	5	11	20	2	17	6	11
South Carolina	16	7	9	7	2	15	6	9	7	3
South Dakota	14	4	10	6	4	15	4	10	6	4
Tennessee	14	4	10	8	2	11	7	4	2	2
Texas	14	7	7	6	1	14	7	7	5	2
Utah	13	3	10	5	5	13	4	9	4	5
Vermont	17	6	11	3	7	15	5	10	4	6
Virginia	14	8	6	3	3	15	10	6	3	2
Washington	14	4	9	5	4	13	3	10	4	6
West Virginia	15	9	6	3	2	17	5	12	8	4
Wisconsin	14	4	9	2	7	14	4	9	2	7
Wyoming	15	2	13	4	10	16	2	14	4	11
Other jurisdictions										
District of Columbia	13	5	8	2	6	15	7	9	2	7
DoDEA[1]	9	2	7	3	5	11	3	7	3	4

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

The estimate rounds to zero.

[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding. State-level data were not collected in 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Table A-19. Percentages of all students identified as English language learners, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, various years, 1998–2005

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations	Identified	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations
Nation (public)	**7**	**3**	**4**	**4**	**1**	**9**	**2**	**7**	**6**	**1**
Alabama	#	#	#	#	#	1	#	1	1	#
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	14	6	7	6	1	21	5	16	15	1
Arkansas	1	1	1	1	#	3	1	3	3	#
California	26	12	14	13	1	29	3	26	26	#
Colorado	5	3	2	2	#	—	—	—	—	—
Connecticut	5	4	1	1	#	4	2	2	2	#
Delaware	3	#	2	2	#	3	2	1	1	#
Florida	5	1	3	3	#	10	3	7	5	2
Georgia	2	1	#	#	#	4	1	2	2	#
Hawaii	6	2	4	4	#	8	2	6	4	1
Idaho	—	—	—	—	—	7	1	6	5	#
Illinois	5	3	2	2	#	9	4	5	4	1
Indiana	—	—	—	—	—	2	1	1	1	#
Iowa	1	1	1	1	#	2	1	1	1	#
Kansas	3	1	2	2	#	7	2	6	4	2
Kentucky	1	#	#	#	#	1	#	#	#	#
Louisiana	1	1	1	1	#	1	1	1	#	#
Maine	#	#	#	#	#	1	#	#	#	#
Maryland	2	1	2	1	#	3	2	1	1	#
Massachusetts	4	2	2	2	1	4	2	2	1	1
Michigan	2	1	1	1	#	3	1	2	2	#
Minnesota	4	1	3	3	1	7	2	5	4	1
Mississippi	#	#	#	#	#	#	#	#	#	#
Missouri	1	#	#	#	#	2	1	1	1	#
Montana	#	#	#	#	#	2	1	1	1	#
Nebraska	—	—	—	—	—	4	2	3	2	#
Nevada	10	6	4	4	#	18	7	11	10	1
New Hampshire	1	#	1	1	#	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	16	4	12	11	1	27	6	21	19	2
New York	5	4	1	1	#	6	3	3	1	1
North Carolina	2	1	1	1	#	5	3	1	1	1
North Dakota	—	—	—	—	—	2	1	2	1	#
Ohio	—	—	—	—	—	1	1	1	1	#
Oklahoma	2	#	1	1	#	5	1	4	3	1
Oregon	7	2	5	4	1	12	4	8	6	2
Pennsylvania	—	—	—	—	—	2	1	1	1	#
Rhode Island	6	3	4	3	1	9	3	5	4	2
South Carolina	1	#	1	1	#	2	1	1	1	#
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	1	1	#	#	#	3	1	3	3	#
Texas	13	7	6	6	#	16	5	11	10	1
Utah	5	2	3	2	#	9	3	7	5	1
Vermont	—	—	—	—	—	2	#	1	1	#
Virginia	2	1	1	1	1	6	3	3	2	1
Washington	4	2	3	2	#	3	1	2	2	#
West Virginia	#	#	#	#	#	#	#	#	#	#
Wisconsin	3	1	2	1	#	6	3	3	2	1
Wyoming	1	1	#	#	#	5	1	4	3	1
Other jurisdictions										
District of Columbia	7	3	4	2	1	7	3	4	3	2
DoDEA[1]	2	1	1	1	#	7	1	6	5	1

See notes at end of table.

Table A-19. Percentages of all students identified as English language learners, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, various years, 1998–2005—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	**10**	**2**	**8**	**7**	**1**	**11**	**2**	**8**	**7**	**2**
Alabama	1	#	1	1	#	2	#	1	1	#
Alaska	17	1	16	15	2	19	1	18	13	5
Arizona	21	4	16	15	1	20	3	17	13	3
Arkansas	4	1	3	3	#	5	2	2	2	#
California	32	4	28	27	1	33	4	30	28	2
Colorado	9	2	7	4	3	11	2	9	3	6
Connecticut	3	1	2	1	1	5	1	4	2	2
Delaware	3	1	2	1	#	4	2	2	2	#
Florida	12	3	9	6	3	8	2	5	1	4
Georgia	4	1	3	2	1	3	1	2	1	1
Hawaii	7	2	5	3	2	9	1	8	5	3
Idaho	7	1	6	5	#	8	1	7	7	1
Illinois	9	4	5	4	1	10	3	7	5	1
Indiana	2	#	2	1	1	3	1	2	1	1
Iowa	4	1	3	2	1	4	1	3	2	1
Kansas	3	1	2	1	1	7	2	5	3	2
Kentucky	1	1	#	#	#	2	1	#	#	#
Louisiana	2	1	1	#	1	1	#	1	1	#
Maine	1	1	1	1	#	1	#	1	1	#
Maryland	4	2	2	2	#	4	2	2	1	1
Massachusetts	6	2	4	2	1	6	2	4	3	1
Michigan	5	2	3	3	#	3	1	2	2	1
Minnesota	7	1	6	5	1	7	1	6	4	2
Mississippi	1	1	#	#	#	1	#	1	#	#
Missouri	2	1	1	1	#	2	1	1	1	#
Montana	4	1	4	2	1	3	#	3	2	1
Nebraska	4	2	3	2	1	7	1	6	4	2
Nevada	16	5	11	9	2	16	3	13	10	3
New Hampshire	3	1	2	1	1	3	1	2	1	1
New Jersey	4	2	2	1	1	3	2	1	1	1
New Mexico	30	5	24	19	6	24	7	17	13	5
New York	7	3	3	1	2	7	2	4	1	3
North Carolina	6	2	4	2	2	7	1	6	2	4
North Dakota	4	1	3	3	#	2	#	1	1	#
Ohio	2	1	1	1	#	1	1	1	#	#
Oklahoma	6	1	5	5	#	5	1	4	3	1
Oregon	13	4	9	7	2	14	2	12	9	3
Pennsylvania	3	1	2	1	1	3	1	2	1	1
Rhode Island	9	2	7	4	3	7	1	5	3	3
South Carolina	2	1	1	1	#	2	1	1	1	#
South Dakota	5	1	4	2	2	4	1	3	2	1
Tennessee	2	1	1	1	#	2	1	2	1	#
Texas	15	5	10	10	#	16	6	9	9	1
Utah	12	3	9	7	2	10	1	9	7	2
Vermont	2	1	1	1	#	1	#	1	1	#
Virginia	7	3	4	3	1	9	3	5	4	2
Washington	8	2	6	5	1	9	2	7	5	3
West Virginia	1	#	1	#	#	1	#	1	1	#
Wisconsin	6	2	4	2	2	7	2	5	3	2
Wyoming	5	#	4	3	1	5	1	4	3	1
Other jurisdictions										
District of Columbia	7	1	6	2	4	6	1	4	2	3
DoDEA[1]	7	1	6	4	1	7	1	5	4	2

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

The estimate rounds to zero.

[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding. Prior to 2005, students were identified as either English language learners (ELL) or non-ELL; in 2005, students were identified as ELL, non-ELL, or formerly ELL. State-level data were not collected in 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Table A-20. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, various years, 1998–2005

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	**14**	**4**	**10**	**7**	**3**	**18**	**6**	**12**	**8**	**4**
Alabama	12	6	6	5	#	14	2	12	11	1
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	17	5	12	10	1	21	5	16	14	2
Arkansas	12	5	6	5	1	15	5	10	9	2
California	23	4	19	17	2	26	4	23	21	2
Colorado	14	4	10	7	3	—	—	—	—	—
Connecticut	15	6	9	7	3	17	4	12	6	6
Delaware	14	2	13	10	2	15	6	9	2	6
Florida	17	5	12	9	3	21	6	15	8	8
Georgia	12	4	8	5	3	13	4	8	5	3
Hawaii	15	5	10	7	3	20	5	15	10	5
Idaho	—	—	—	—	—	14	4	10	8	2
Illinois	12	4	8	6	3	16	4	13	7	6
Indiana	—	—	—	—	—	14	4	11	7	3
Iowa	—	—	—	—	—	—	—	—	—	—
Kansas	12	4	8	6	2	16	5	11	6	5
Kentucky	10	3	6	4	3	12	7	5	4	1
Louisiana	14	5	9	4	5	16	10	6	3	3
Maine	14	5	9	6	3	17	4	13	8	6
Maryland	12	3	9	3	5	15	4	10	8	2
Massachusetts	17	4	12	8	5	20	6	14	6	8
Michigan	—	—	—	—	—	13	7	6	4	2
Minnesota	13	1	12	9	3	15	3	12	9	3
Mississippi	11	6	5	4	1	10	5	5	3	1
Missouri	13	4	9	6	3	15	8	8	4	4
Montana	11	4	8	6	1	13	4	9	7	2
Nebraska	—	—	—	—	—	17	7	10	7	2
Nevada	15	6	9	8	2	20	6	14	12	2
New Hampshire	—	—	—	—	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	22	8	14	10	4	31	8	23	17	5
New York	16	8	8	3	5	20	9	11	4	7
North Carolina	14	6	8	3	5	18	9	9	3	6
North Dakota	—	—	—	—	—	15	4	11	8	2
Ohio	—	—	—	—	—	12	7	5	4	1
Oklahoma	13	9	4	4	1	17	4	13	10	4
Oregon	14	4	10	6	4	18	5	13	10	3
Pennsylvania	—	—	—	—	—	15	3	12	4	8
Rhode Island	16	6	10	9	1	20	5	15	8	7
South Carolina	12	5	7	5	1	14	5	9	6	3
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	14	6	8	7	1	13	3	9	9	1
Texas	19	5	13	11	3	20	8	12	11	1
Utah	11	4	7	6	2	15	4	11	9	2
Vermont	—	—	—	—	—	18	5	13	8	6
Virginia	13	5	8	4	3	17	8	9	5	4
Washington	13	4	9	6	3	14	4	10	6	5
West Virginia	14	7	7	4	2	16	10	7	4	2
Wisconsin	14	5	9	5	4	16	7	9	4	5
Wyoming	10	2	8	7	1	14	3	11	6	6
Other jurisdictions										
District of Columbia	14	5	9	6	3	21	7	13	5	8
DoDEA[1]	9	1	7	5	2	11	2	9	6	3

See notes at end of table.

Table A-20. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, various years, 1998–2005—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations	Identified	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations
Nation (public)	**19**	**5**	**13**	**8**	**5**	**19**	**5**	**13**	**7**	**6**
Alabama	14	3	11	9	2	14	2	12	10	2
Alaska	25	2	23	15	7	25	2	23	14	9
Arizona	25	6	19	15	3	23	4	18	11	8
Arkansas	16	5	11	7	4	15	6	9	5	4
California	29	4	25	22	3	28	3	25	21	4
Colorado	15	3	11	6	6	15	4	12	4	8
Connecticut	16	4	12	5	7	17	3	13	4	9
Delaware	17	9	8	3	5	17	11	6	4	2
Florida	23	6	17	6	12	20	5	15	3	12
Georgia	12	3	9	5	5	14	5	9	4	5
Hawaii	21	5	16	9	7	19	4	15	7	8
Idaho	17	4	13	12	1	15	3	12	9	4
Illinois	17	5	11	5	7	17	5	12	4	8
Indiana	16	4	12	7	5	16	4	12	4	8
Iowa	17	5	12	5	7	17	4	13	6	7
Kansas	16	4	12	3	9	15	4	11	4	7
Kentucky	14	7	7	5	1	13	7	6	3	3
Louisiana	15	6	9	3	6	16	8	8	2	7
Maine	17	5	12	6	6	20	7	13	5	8
Maryland	15	3	12	7	5	13	4	8	4	5
Massachusetts	18	4	14	5	9	20	7	13	3	10
Michigan	13	6	7	4	3	15	6	9	5	4
Minnesota	17	3	14	8	5	17	3	14	8	7
Mississippi	9	5	4	3	1	10	4	6	3	2
Missouri	17	8	8	3	5	16	8	8	3	5
Montana	16	5	11	6	5	17	5	12	5	7
Nebraska	18	5	13	8	4	16	4	13	5	7
Nevada	18	4	14	9	5	22	4	18	12	6
New Hampshire	19	3	16	6	9	20	2	17	7	10
New Jersey	18	3	15	3	12	18	5	13	3	10
New Mexico	31	8	23	14	9	27	8	20	13	7
New York	19	7	12	3	9	17	6	11	2	9
North Carolina	18	7	11	3	8	18	4	14	3	11
North Dakota	16	4	11	8	4	17	7	10	5	5
Ohio	13	6	7	3	4	14	7	7	2	5
Oklahoma	18	4	14	9	5	19	5	14	7	7
Oregon	20	6	14	11	4	19	4	14	8	6
Pennsylvania	16	2	14	4	10	16	3	13	3	10
Rhode Island	24	4	19	8	12	23	4	19	8	11
South Carolina	15	8	7	4	3	14	7	7	4	3
South Dakota	13	3	9	6	4	13	3	9	5	4
Tennessee	15	3	12	11	1	13	7	6	4	2
Texas	20	8	12	11	1	20	7	13	10	3
Utah	16	3	12	8	4	17	5	13	7	6
Vermont	18	4	13	7	6	20	4	15	7	9
Virginia	17	9	8	4	4	17	7	10	5	4
Washington	16	4	13	9	4	17	4	12	6	6
West Virginia	18	9	9	4	4	18	6	11	7	5
Wisconsin	16	5	11	3	8	17	6	11	3	8
Wyoming	16	2	13	6	8	17	3	14	6	8
Other jurisdictions										
District of Columbia	20	8	12	4	8	19	8	11	3	9
DoDEA[1]	11	2	10	3	6	11	3	9	4	5

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

The estimate rounds to zero.

[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding. Prior to 2005, students were identified as either English language learners (ELL) or non-ELL; in 2005, students were identified as ELL, non-ELL, or formerly ELL.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Table A-21. Percentages of all students identified as students with disabilities, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, various years, 1998–2005

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations	Identified	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations
Nation (public)	**11**	**3**	**7**	**5**	**2**	**13**	**5**	**8**	**5**	**4**
Alabama	12	6	6	5	#	14	2	12	11	1
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	9	3	6	4	1	11	4	7	6	2
Arkansas	10	4	6	5	1	13	4	9	7	2
California	8	2	6	5	1	10	2	7	6	2
Colorado	10	3	7	5	2	—	—	—	—	—
Connecticut	13	5	9	6	3	15	3	11	5	6
Delaware	14	2	12	10	2	14	6	8	2	6
Florida	13	4	9	6	2	16	4	12	6	6
Georgia	10	4	6	4	2	10	3	7	4	3
Hawaii	11	4	7	6	2	15	4	12	7	5
Idaho	—	—	—	—	—	11	3	8	6	2
Illinois	9	3	7	4	3	12	3	10	4	6
Indiana	—	—	—	—	—	14	4	10	7	3
Iowa	—	—	—	—	—	—	—	—	—	—
Kansas	9	3	7	5	2	13	4	9	5	4
Kentucky	9	3	6	4	3	12	6	5	4	1
Louisiana	13	5	9	4	5	16	10	6	3	3
Maine	13	5	8	6	3	16	4	12	7	6
Maryland	10	3	8	3	5	13	4	9	7	2
Massachusetts	15	3	11	7	5	17	4	13	5	8
Michigan	—	—	—	—	—	11	6	5	3	2
Minnesota	10	1	9	7	2	11	2	9	7	3
Mississippi	10	5	5	4	1	10	5	5	3	1
Missouri	12	3	9	6	3	15	7	7	3	4
Montana	11	4	7	6	1	11	4	8	6	2
Nebraska	—	—	—	—	—	14	5	9	7	2
Nevada	10	4	6	5	1	13	4	9	7	2
New Hampshire	—	—	—	—	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	15	5	10	6	3	18	7	12	7	5
New York	10	4	6	2	5	15	8	8	2	6
North Carolina	13	5	8	3	5	16	8	8	2	6
North Dakota	—	—	—	—	—	14	4	10	7	2
Ohio	—	—	—	—	—	12	7	5	4	1
Oklahoma	11	8	3	2	1	15	4	11	8	4
Oregon	12	3	9	5	4	13	4	9	7	2
Pennsylvania	—	—	—	—	—	14	2	11	4	8
Rhode Island	13	5	9	7	1	16	4	12	5	7
South Carolina	11	5	6	5	1	14	5	9	6	3
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	13	5	8	7	1	12	3	9	8	1
Texas	13	4	9	6	2	14	6	8	7	1
Utah	10	3	6	5	1	10	3	7	5	2
Vermont	—	—	—	—	—	17	4	13	7	6
Virginia	12	5	7	4	3	14	7	7	4	4
Washington	10	3	7	4	3	11	3	8	4	4
West Virginia	14	7	6	4	2	16	10	7	4	2
Wisconsin	13	5	9	4	4	14	5	8	3	5
Wyoming	10	2	8	7	1	13	3	10	4	6
Other jurisdictions										
District of Columbia	13	4	8	6	3	16	6	11	4	7
DoDEA[1]	7	1	6	4	2	7	1	6	3	3

See notes at end of table.

Table A-21. Percentages of all students identified as students with disabilities, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, various years, 1998–2005—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	**14**	**4**	**10**	**5**	**5**	**13**	**4**	**9**	**3**	**6**
Alabama	13	2	10	8	2	12	1	11	9	2
Alaska	15	2	13	6	7	12	1	10	3	8
Arizona	12	5	8	5	3	11	3	8	3	5
Arkansas	14	4	10	6	4	14	5	8	5	4
California	11	3	9	7	2	9	2	7	4	3
Colorado	10	2	8	3	5	9	2	7	2	5
Connecticut	14	3	11	5	6	14	2	12	4	8
Delaware	16	8	8	3	5	14	10	5	2	2
Florida	17	4	13	3	10	15	3	12	3	9
Georgia	10	2	8	4	4	12	5	7	3	5
Hawaii	16	3	12	6	6	14	3	11	4	6
Idaho	12	3	9	8	1	11	2	8	5	3
Illinois	14	4	10	4	7	15	4	11	3	8
Indiana	14	3	11	5	5	15	4	11	3	8
Iowa	15	4	11	4	6	15	4	12	5	7
Kansas	13	3	11	3	8	13	4	9	2	7
Kentucky	13	7	6	5	1	12	7	5	2	3
Louisiana	14	5	9	2	6	16	8	8	1	6
Maine	16	5	12	5	6	19	7	13	5	8
Maryland	13	3	11	6	4	12	4	8	3	5
Massachusetts	16	3	13	4	9	18	6	12	2	10
Michigan	12	6	6	3	3	13	6	7	3	4
Minnesota	13	3	10	6	4	12	2	10	4	6
Mississippi	8	5	3	2	1	9	4	5	3	2
Missouri	16	8	8	3	5	16	8	8	3	5
Montana	15	5	10	5	5	13	5	9	3	6
Nebraska	16	4	12	7	4	14	3	11	4	7
Nevada	12	2	10	5	5	12	3	9	4	5
New Hampshire	18	3	15	6	9	19	2	16	7	10
New Jersey	15	2	13	2	11	16	4	13	3	10
New Mexico	19	5	15	7	8	16	5	10	5	5
New York	15	5	10	2	8	14	5	9	1	8
North Carolina	16	6	10	2	7	15	3	12	2	10
North Dakota	15	4	10	7	4	15	7	9	4	5
Ohio	12	5	7	3	4	13	7	7	2	5
Oklahoma	15	4	11	7	4	15	4	11	5	6
Oregon	14	4	10	7	3	11	3	8	4	4
Pennsylvania	15	2	13	3	10	15	3	12	2	10
Rhode Island	19	3	16	5	11	20	3	17	7	10
South Carolina	15	8	7	4	3	13	7	7	4	3
South Dakota	11	3	7	4	3	11	3	8	4	4
Tennessee	13	2	11	10	1	12	7	5	3	2
Texas	15	7	8	8	1	14	5	8	6	2
Utah	11	2	8	5	4	11	3	7	3	4
Vermont	17	4	13	7	6	19	4	15	6	9
Virginia	14	8	7	3	3	14	6	7	4	4
Washington	13	3	10	7	3	12	3	8	3	5
West Virginia	18	9	9	4	4	17	6	11	6	5
Wisconsin	14	5	10	2	8	14	4	9	2	7
Wyoming	14	2	12	4	8	14	3	11	3	8
Other jurisdictions										
District of Columbia	16	6	10	3	7	16	6	10	2	8
DoDEA[1]	8	1	7	1	6	8	2	6	2	5

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

The estimate rounds to zero.

[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Table A-22. Percentages of all students identified as English language learners, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, various years, 1998–2005

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations	Identified	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations
Nation (public)	**3**	**1**	**2**	**2**	#	**6**	**2**	**4**	**4**	**1**
Alabama	#	#	#	#	#	1	#	#	#	#
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	9	3	7	6	#	13	3	10	10	#
Arkansas	1	1	1	#	#	2	1	1	1	#
California	18	3	14	14	1	20	2	18	17	1
Colorado	5	1	3	3	1	—	—	—	—	—
Connecticut	2	1	1	1	#	3	2	1	1	#
Delaware	1	#	1	1	#	2	1	1	#	#
Florida	4	2	3	3	#	7	2	4	2	2
Georgia	2	#	1	1	#	3	1	2	1	#
Hawaii	4	1	3	2	1	7	2	5	4	1
Idaho	—	—	—	—	—	4	1	3	3	#
Illinois	3	1	2	2	#	5	1	4	3	#
Indiana	—	—	—	—	—	1	#	1	1	#
Iowa	—	—	—	—	—	—	—	—	—	—
Kansas	2	1	2	1	#	4	2	2	1	1
Kentucky	1	#	#	#	#	1	1	#	#	#
Louisiana	#	#	#	#	#	1	#	#	#	#
Maine	1	#	#	#	#	2	#	1	1	#
Maryland	1	#	1	1	#	3	1	2	1	#
Massachusetts	3	2	1	1	#	5	3	2	1	1
Michigan	—	—	—	—	—	2	1	1	1	#
Minnesota	3	#	3	2	1	5	1	3	3	#
Mississippi	1	#	#	#	#	#	#	#	#	#
Missouri	#	#	#	#	#	1	1	1	1	#
Montana	1	#	#	#	#	3	1	2	2	#
Nebraska	—	—	—	—	—	4	3	1	1	#
Nevada	6	2	4	3	#	9	3	6	6	#
New Hampshire	—	—	—	—	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	9	4	5	4	1	20	5	15	13	2
New York	6	4	2	1	#	6	3	4	2	2
North Carolina	1	1	#	#	#	3	2	1	1	#
North Dakota	—	—	—	—	—	2	#	2	2	#
Ohio	—	—	—	—	—	1	1	#	#	#
Oklahoma	3	2	1	1	#	4	1	3	3	#
Oregon	3	1	2	1	1	7	2	5	4	1
Pennsylvania	—	—	—	—	—	1	1	1	1	#
Rhode Island	4	2	1	1	#	5	2	3	3	1
South Carolina	#	#	#	#	#	1	#	#	#	#
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	1	1	#	#	#	1	#	1	1	#
Texas	7	2	5	5	#	9	3	6	6	#
Utah	2	1	2	1	#	7	2	5	5	1
Vermont	—	—	—	—	—	1	#	1	1	#
Virginia	1	1	#	#	#	3	2	2	1	#
Washington	3	1	2	2	#	5	1	3	2	2
West Virginia	#	#	#	#	#	1	#	#	#	#
Wisconsin	1	1	#	#	#	3	2	1	1	#
Wyoming	#	#	#	#	#	2	#	2	2	#
Other jurisdictions										
District of Columbia	1	1	1	#	#	5	2	3	1	2
DoDEA[1]	1	1	1	1	#	4	1	3	3	1

See notes at end of table.

Table A-22. Percentages of all students identified as English language learners, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, various years, 1998–2005—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations	Identified	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations
Nation (public)	**6**	**2**	**5**	**4**	**1**	**6**	**1**	**5**	**4**	**1**
Alabama	1	1	1	1	#	1	#	1	1	#
Alaska	13	#	12	11	1	14	1	14	12	2
Arizona	17	4	13	12	1	13	2	11	8	3
Arkansas	2	1	1	1	#	2	1	1	1	#
California	21	2	19	18	1	22	2	20	18	2
Colorado	5	2	3	3	1	7	2	5	2	3
Connecticut	3	1	2	1	1	3	1	2	1	1
Delaware	3	1	1	1	1	3	2	1	1	#
Florida	8	2	5	3	2	6	2	3	1	3
Georgia	3	1	2	1	#	2	1	1	1	1
Hawaii	7	2	5	4	2	7	2	5	3	2
Idaho	6	1	5	4	#	5	1	4	4	#
Illinois	4	2	2	1	1	3	1	1	1	#
Indiana	2	1	2	2	#	2	#	1	1	1
Iowa	2	1	2	1	1	2	1	1	1	#
Kansas	3	1	2	1	1	3	1	2	1	1
Kentucky	1	#	1	1	#	1	#	1	1	#
Louisiana	1	#	1	#	#	1	1	1	#	#
Maine	1	#	1	#	#	1	#	1	#	#
Maryland	3	1	2	2	#	1	1	#	#	#
Massachusetts	4	2	2	1	1	3	1	2	1	1
Michigan	2	1	1	1	#	2	1	2	2	#
Minnesota	5	1	4	3	1	6	1	5	4	1
Mississippi	1	#	1	1	#	1	#	#	#	#
Missouri	1	1	#	#	#	1	#	#	#	#
Montana	2	#	2	1	#	4	1	4	3	1
Nebraska	3	2	1	1	#	2	#	2	1	1
Nevada	7	2	5	4	1	11	2	10	8	2
New Hampshire	2	#	1	1	1	1	#	1	1	#
New Jersey	2	1	2	#	1	2	1	1	#	#
New Mexico	19	5	14	10	4	16	4	12	8	3
New York	5	2	3	1	2	5	2	3	1	2
North Carolina	4	2	2	1	1	4	1	3	1	1
North Dakota	2	#	1	1	#	2	#	1	1	#
Ohio	1	#	1	#	#	1	#	#	#	#
Oklahoma	5	1	4	3	1	4	1	3	2	1
Oregon	7	3	5	4	1	8	2	6	5	2
Pennsylvania	2	#	2	1	1	1	#	1	#	1
Rhode Island	6	2	4	2	1	4	1	3	1	2
South Carolina	1	#	#	#	#	1	1	1	#	#
South Dakota	3	#	2	2	1	2	#	2	1	#
Tennessee	2	#	2	2	#	2	1	1	1	#
Texas	8	3	5	5	#	8	2	6	5	1
Utah	7	1	6	4	2	8	2	6	4	1
Vermont	1	#	1	1	#	1	#	1	1	#
Virginia	3	2	2	1	1	4	1	2	2	#
Washington	5	1	3	3	#	6	1	4	3	1
West Virginia	1	#	#	#	#	1	#	1	1	#
Wisconsin	3	1	2	1	1	4	2	2	1	1
Wyoming	3	#	3	2	#	4	#	3	3	#
Other jurisdictions										
District of Columbia	5	2	3	2	1	3	2	2	1	1
DoDEA[1]	4	1	4	2	1	4	1	3	2	1

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

The estimate rounds to zero.

[1] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding. Prior to 2005, students were identified as either English language learners (ELL) or non-ELL; in 2005, students were identified as ELL, non-ELL, or formerly ELL.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Table A-23. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, grade 4 public schools: By urban district, various years, 2002–2005

District	2002					2003				
	Identified	Excluded	Assessed	Assessed with accom-modations	Assessed without accom-modations	Identified	Excluded	Assessed	Assessed with accom-modations	Assessed without accom-modations
SD and/or ELL										
Nation (public)	21	7	14	4	10	22	6	16	5	10
Large central city (public)	†	†	†	†	†	†	†	†	†	†
Atlanta	8	2	6	1	5	9	2	7	3	5
Austin	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	33	9	24	11	12
Charlotte	—	—	—	—	—	21	5	16	11	6
Chicago	30	9	21	5	16	31	9	22	6	16
Cleveland	—	—	—	—	—	18	12	6	3	2
District of Columbia	19	8	11	5	5	18	6	12	9	3
Houston	43	17	26	1	25	42	24	19	1	18
Los Angeles	51	8	43	2	41	59	6	53	5	49
New York City	22	8	14	8	6	21	6	15	12	3
San Diego	—	—	—	—	—	42	5	37	4	33
SD only										
Nation (public)	13	5	8	4	4	14	5	9	5	4
Large central city (public)	†	†	†	†	†	†	†	†	†	†
Atlanta	5	1	4	1	3	8	2	6	3	4
Austin	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	19	4	15	10	5
Charlotte	—	—	—	—	—	16	4	13	8	4
Chicago	16	4	12	4	8	15	6	9	5	4
Cleveland	—	—	—	—	—	15	11	4	3	2
District of Columbia	14	7	7	4	3	13	5	8	6	2
Houston	12	4	8	1	7	18	9	9	1	8
Los Angeles	11	3	8	2	5	12	3	9	4	5
New York City	14	5	9	6	3	13	2	11	10	1
San Diego	—	—	—	—	—	13	3	10	2	8
ELL only										
Nation (public)	9	2	7	1	6	10	2	8	1	7
Large central city (public)	†	†	†	†	†	†	†	†	†	†
Atlanta	4	1	3	#	3	2	1	2	1	1
Austin	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	18	6	12	3	9
Charlotte	—	—	—	—	—	10	3	7	4	2
Chicago	19	7	12	2	9	21	6	15	1	13
Cleveland	—	—	—	—	—	3	2	2	1	1
District of Columbia	7	3	4	2	3	7	1	6	4	2
Houston	36	16	20	#	20	33	20	14	#	14
Los Angeles	46	6	40	1	38	56	5	50	3	47
New York City	11	6	6	3	3	11	5	6	3	2
San Diego	—	—	—	—	—	35	4	31	2	29

See notes at end of table.

Table A-23. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, grade 4 public schools: By urban district, various years, 2002–2005—Continued

District	2005				
	Identified	Excluded	Assessed	Assessed with accommodations	Assessed without accommodations
SD and/or ELL					
Nation (public)	23	7	16	7	10
Large central city (public)	32	8	24	7	17
Atlanta	11	4	8	5	3
Austin	37	20	18	4	14
Boston	35	10	24	13	11
Charlotte	21	4	16	10	6
Chicago	29	9	21	6	15
Cleveland	19	12	7	4	3
District of Columbia	20	7	12	9	3
Houston	44	23	21	2	19
Los Angeles	59	6	54	5	49
New York City	24	6	17	16	2
San Diego	46	6	40	6	34
SD only					
Nation (public)	14	5	9	5	4
Large central city (public)	13	5	8	5	3
Atlanta	10	3	7	5	2
Austin	15	9	6	3	3
Boston	24	9	15	12	3
Charlotte	13	3	10	7	2
Chicago	14	5	9	5	4
Cleveland	16	12	4	3	1
District of Columbia	15	7	9	7	2
Houston	12	7	5	2	3
Los Angeles	9	2	6	4	2
New York City	14	3	11	10	1
San Diego	13	3	11	5	5
ELL only					
Nation (public)	11	2	8	2	7
Large central city (public)	22	4	17	3	14
Atlanta	1	1	1	#	1
Austin	27	14	12	#	12
Boston	14	4	10	2	8
Charlotte	9	2	7	3	4
Chicago	17	4	13	1	11
Cleveland	5	2	3	1	2
District of Columbia	6	1	4	3	2
Houston	36	19	17	1	16
Los Angeles	56	5	51	4	48
New York City	12	5	8	7	1
San Diego	36	4	33	2	30

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

† Not applicable. Data for large central city schools are not included for years prior to 2005 because the definitions of the types of location have changed.

The estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Prior to 2005, students were identified as either ELL or non-ELL; in 2005, students were identified as ELL, non-ELL, or formerly ELL. For 2005, "large central city" includes nationally representative public schools located in large central cities (population of 250,000 or more) within a Metropolitan Statistical Area (MSA). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Trial Urban District Reading Assessments.

Table A-24. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, grade 8, public schools: By urban district, various years, 2002–2005

District	2002					2003				
	Identified	Excluded	Assessed	Assessed with accom-modations	Assessed without accom-modations	Identified	Excluded	Assessed	Assessed with accom-modations	Assessed without accom-modations
SD and/or ELL										
Nation (public)	18	6	12	4	8	19	5	13	5	8
Large central city (public)	†	†	†	†	†	†	†	†	†	†
Atlanta	6	2	4	1	3	12	4	8	4	5
Austin	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	31	9	21	11	11
Charlotte	—	—	—	—	—	16	4	12	7	4
Chicago	21	6	15	7	9	21	7	13	6	8
Cleveland	—	—	—	—	—	24	15	9	7	2
District of Columbia	21	7	13	8	5	20	8	12	8	4
Houston	27	7	19	#	19	27	10	17	#	16
Los Angeles	35	5	29	2	27	37	4	33	5	28
New York City	24	9	15	8	7	22	5	17	12	4
San Diego	—	—	—	—	—	29	3	26	3	22
SD only										
Nation (public)	13	5	8	4	5	14	4	10	5	5
Large central city (public)	†	†	†	†	†	†	†	†	†	†
Atlanta	5	1	4	1	3	11	3	8	3	4
Austin	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	20	5	16	9	6
Charlotte	—	—	—	—	—	13	3	9	7	3
Chicago	15	3	12	6	6	16	5	11	6	5
Cleveland	—	—	—	—	—	20	12	8	6	2
District of Columbia	16	6	11	7	4	16	6	10	7	3
Houston	15	5	10	#	10	18	7	11	#	11
Los Angeles	12	3	10	2	7	13	3	10	5	5
New York City	14	6	8	5	3	14	2	12	10	2
San Diego	—	—	—	—	—	11	1	9	3	7
ELL only										
Nation (public)	6	2	4	1	4	6	2	5	1	4
Large central city (public)	†	†	†	†	†	†	†	†	†	†
Atlanta	1	#	1	#	1	2	1	1	#	1
Austin	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	15	7	8	3	5
Charlotte	—	—	—	—	—	6	1	5	2	3
Chicago	8	4	4	1	3	7	3	4	1	3
Cleveland	—	—	—	—	—	6	5	1	1	#
District of Columbia	5	2	3	2	1	5	2	3	1	2
Houston	16	4	12	#	12	16	6	10	#	10
Los Angeles	30	5	25	1	24	33	3	30	3	26
New York City	13	5	8	4	4	11	4	7	4	3
San Diego	—	—	—	—	—	21	2	19	1	18

See notes at end of table.

Table A-24. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, grade 8, public schools: By urban district, various years, 2002–2005—Continued

District	2005				
	Identified	Excluded	Assessed	Assessed with accommodations	Assessed without accommodations
SD and/or ELL					
Nation (public)	19	5	13	6	7
Large central city (public)	23	5	18	7	12
Atlanta	11	4	8	5	3
Austin	27	12	15	2	13
Boston	24	6	18	10	8
Charlotte	18	3	15	9	6
Chicago	21	5	16	10	6
Cleveland	21	14	7	4	3
District of Columbia	19	8	11	9	3
Houston	24	7	16	3	13
Los Angeles	40	5	35	4	31
New York City	18	5	13	11	2
San Diego	31	7	24	6	18
SD only					
Nation (public)	13	4	9	6	3
Large central city (public)	12	4	9	5	3
Atlanta	10	3	7	5	2
Austin	15	8	7	2	5
Boston	17	5	12	9	3
Charlotte	11	1	9	7	2
Chicago	16	3	13	10	4
Cleveland	18	12	6	4	2
District of Columbia	16	6	10	8	2
Houston	13	5	8	2	6
Los Angeles	12	3	9	3	5
New York City	10	2	8	8	1
San Diego	12	4	9	4	5
ELL only					
Nation (public)	6	1	5	1	4
Large central city (public)	13	2	11	2	9
Atlanta	1	#	1	#	1
Austin	16	6	10	1	9
Boston	9	3	6	1	5
Charlotte	8	1	7	2	4
Chicago	6	2	3	1	2
Cleveland	4	3	1	1	1
District of Columbia	3	2	2	1	1
Houston	14	4	10	1	9
Los Angeles	35	3	31	2	29
New York City	10	4	6	4	2
San Diego	24	5	18	4	15

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

† Not applicable. Data for large central city schools are not included for years prior to 2005 because the definitions of the types of location have changed.

The estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Prior to 2005, students were identified as either ELL or non-ELL; in 2005, students were identified as ELL, non-ELL, or formerly ELL. For 2005, "large central city" includes nationally representative public schools located in large central cities (population of 250,000 or more) within a Metropolitan Statistical Area (MSA). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Trial Urban District Reading Assessments.

Investigating the Potential Effects of Exclusion Rates on Assessment Results

Variation in the rates of exclusion of students with disabilities (SD) and English language learners (ELL) introduces validity concerns for comparisons over time or between jurisdictions. The essential problem is the differential representativeness of samples, which could impact the comparability of cross-state comparisons within a given year and state trends across years. Because students with disabilities and English language learners tend to score below average on assessments, excluding such students may increase a jurisdiction's scores. Conversely, including more of these students might depress score gains. In 2005, exclusion rates varied among jurisdictions. In addition, cases of both increases and decreases in exclusion rates occurred between 2002 and 2003, making comparisons over time within jurisdictions complex to interpret. Tables A-17 and A-20 on the preceding pages display the rates of exclusion in each jurisdiction for grade 4 and grade 8, respectively.

As shown in table A-17, of the 52 jurisdictions that assessed reading at grade 4 in 2005, 10 jurisdictions had exclusion rates of 8 percent or greater, and 5 of these had exclusion rates of 10 percent or greater, while the majority had exclusion rates of less than 8 percent. Table A-20 displays the corresponding data for grade 8. Of the 52 jurisdictions that assessed reading at grade 8 in 2005, 5 jurisdictions had exclusion rates of 8 percent or above, and one had a rate above 10 percent. The other jurisdictions at grade 8 all had exclusion rates of less than 8 percent.

One factor that contributed to the variability in exclusion rates across states is that the percentage of students who are *identified* as having disabilities or as English language learners varies across jurisdictions. Reasons for the variation include lack of standardized criteria for defining students as having specific disabilities or as ELL, and changes or differences in policy and practices regarding implementation of the Individuals with Disabilities Education Act (IDEA).

Types of Accommodations Permitted

Table A-25 displays the percentages of SD and ELL students assessed with the available accommodations. It should be noted that students assessed with accommodations typically received some combination of accommodations. The numbers and percentages presented in the table reflect only the primary accommodation provided. For example, students assessed in small groups (as compared with standard NAEP sessions of about 30 students) usually received extended time. Here, the primary accommodation coded would be small groups. In one-on-one administrations, students often received assistance in recording answers (e.g., use of a scribe or computer) and were afforded extra time. Extended time was considered the primary accommodation only when it was the sole accommodation provided. The assessment did not allow some accommodations that were permitted in certain states in past assessments. Some states have allowed questions and, in some cases, reading passages to be read aloud to the students. In designing the reading assessment, reading aloud as an accommodation was viewed as changing the nature of the construct being measured and, hence, was not permitted. Because NAEP considers the domain of its reading assessment to be reading in English, no attempt was made to provide an alternate language version of the assessment, and the use of bilingual dictionaries was not permitted.

Table A-25. Percentages of all assessed students with disabilities and/or English language learners assessed with accommodations, by type of primary accommodation, grades 4, 8 and 12 public and nonpublic schools: Various years, 1998–2005

	Grade 4					Grade 8				Grade 12		
Accommodation	1998	2000	2002	2003	2005	1998	2002	2003	2005	1998	2002	2005
SD and/or ELL												
Large-print book	#	0.05	0.04	0.05	0.03	0.14	0.01	0.02	0.03	0.04	0.01	0.01
Extended time	1.11	0.85	1.65	1.26	1.65	1.07	2.08	1.69	1.99	0.39	1.27	1.85
Small group	1.89	1.33	2.18	3.76	4.33	1.26	1.64	3.36	4.02	0.66	0.73	2.53
One-on-one	0.21	0.21	0.09	0.15	0.19	0.07	0.05	0.06	0.10	0.15	0.03	0.05
Scribe/computer	0.05	0.02	0.06	0.12	0.11	#	0.03	0.06	0.04	#	#	0.05
Breaks	—	—	—	—	0.04	—	—	—	0.03	—	—	0.01
Magnification	—	—	—	—	#	—	—	—	#	—	—	#
School staff administers	—	—	—	—	0.13	—	—	—	0.08	—	—	0.08
Other	0.09	0.02	0.04	0.07	0.05	#	0.04	0.05	0.03	0.05	0.07	0.03
SD only												
Large-print book	#	0.05	0.04	0.05	0.03	0.14	0.01	0.02	0.03	0.04	0.01	0.01
Extended time	0.78	0.85	1.32	0.93	1.06	0.86	1.85	1.51	1.55	0.34	1.18	1.51
Small group	1.60	1.20	2.04	3.40	3.72	1.25	1.57	3.19	3.71	0.60	0.73	2.35
One-on-one	0.21	0.21	0.08	0.15	0.18	0.07	0.05	0.06	0.09	0.14	0.03	0.04
Scribe/computer	0.05	0.02	0.06	0.12	0.11	#	0.03	0.06	0.04	#	#	0.05
Breaks	—	—	—	—	0.03	—	—	—	0.03	—	—	0.01
Magnification	—	—	—	—	#	—	—	—	#	—	—	#
School staff administers	—	—	—	—	0.12	—	—	—	0.07	—	—	0.08
Other	0.09	0.02	0.03	0.07	0.05	#	0.04	0.05	0.03	0.02	0.07	0.03
ELL only												
Large-print book	#	#	#	0.01	#	#	#	#	#	#	#	#
Extended time	0.36	0.02	0.44	0.44	0.67	0.23	0.38	0.33	0.51	0.05	0.17	0.39
Small group	0.40	0.22	0.25	0.65	0.89	0.01	0.14	0.41	0.48	0.07	0.01	0.32
One-on-one	#	0.01	0.01	0.02	0.02	#	#	#	0.02	0.01	#	#
Scribe/computer	#	#	#	0.01	#	#	#	#	#	#	#	#
Breaks	—	—	—	—	#	—	—	—	#	—	—	#
Magnification	—	—	—	—	#	—	—	—	#	—	—	#
School staff administers	—	—	—	—	0.02	—	—	—	#	—	—	#
Other	#	0.02	0.01	0.01	0.01	#	#	#	#	0.03	#	#

— Not available.

The estimate rounds to less than 0.01.

NOTE: SD = students with disabilities. ELL = English language learners. Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Prior to 2005, students were identified as either ELL or non-ELL; in 2005, students were identified as ELL non-ELL, or formerly ELL.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Data Collection and Scoring

The 2005 NAEP reading assessment was conducted from January to March 2005 by contractors to the U.S. Department of Education. Trained field staff from Westat conducted the data collection. Materials from the 2005 assessment were shipped to Pearson Educational Measurement, where the test booklets were scanned and the multiple-choice questions were machine scored. Trained staff evaluated the responses to the constructed-response questions using scoring rubrics or guides prepared by Educational Testing Service (ETS). Each constructed-response question had a unique scoring guide that defined the criteria used to evaluate students' responses. Short constructed-response questions were scored as either acceptable or unacceptable, or were rated according to three-level guides that permitted partial credit. Extended constructed-response questions were evaluated with four-level guides.

For the 2005 reading assessment, 3,773,691 student-constructed responses were scored. This number includes rescoring to monitor interrater reliability. The average percentage of exact agreement between graders of the same student responses for the 2005 national reliability sample was 88 percent at both the fourth and eighth grades.

Data Analysis and IRT Scaling

After the professional scoring, all information was transcribed into the NAEP database at ETS. Each processing activity was conducted with rigorous quality control. After the assessment information was compiled in the database, the data were weighted according to the population structure. The weighting for the national and state samples reflected the probability of selection for each student as a result of the sampling design, adjusted for nonresponse.[6]

Analyses were then conducted to determine the percentages of students who gave various responses to each cognitive and background question. In determining these percentages for the cognitive questions, a distinction was made between missing responses at the end of a block (i.e., missing responses after the last question the student answered) and missing responses before the last observed response. Missing responses before the last observed response were considered intentional omissions. In analysis, omitted responses to multiple-choice items were scored as fractionally correct.[7] Omitted responses for constructed-response items were placed into the lowest score category. Missing responses after the last observed response were considered "not reached" and treated as if the questions had not been presented to the student. In calculating response percentages for each question, only students classified as having been presented the question were included in the denominator of the statistic.

It is standard NAEP practice to treat all nonrespondents to the last question in a block as if they had not reached the question. For multiple-choice and short constructed-response questions, this practice produces a reasonable pattern of results in that the proportion reaching the last question is not dramatically smaller than the proportion reaching the next-to-last question. However, for reading blocks that ended with extended constructed-response questions, there may be extremely large drops in the proportion of students attempting some of the final questions. Therefore, for blocks ending with an extended constructed-response question, students who answered the next-to-last question, but did not respond to the extended constructed-response question, were classified as having intentionally omitted the last question.

Item Response Theory (IRT) was used to estimate average reading scale scores for the nation and for various student groups of interest within the nation. IRT models the probability of answering a question in a certain way as a mathematical function of proficiency or skill. The main purpose of IRT analysis is to provide a common scale on which performance can be compared among groups, such as those defined by characteristics, including gender and race/ethnicity, even when students receive different blocks of items. One desirable feature of IRT is that it locates items and students on this common scale. In contrast to classical test theory, IRT does not rely solely on the total number of correct item responses, but uses the particular patterns of student responses to items in determining the student location on the scale. As a result, adding items that function at a particular point on the scale to the assessment does not change the location of the students on the scale, even though students may respond correctly to more items. It does increase the relative precision with which students are measured, particularly those students whose scale locations are close to the additional items.

The results for 1992, 1994, 1998, 2000, 2002, 2003, and 2005 are presented on the NAEP composite reading scale developed in 1992. For the NAEP 1992 reading assessment, a scale ranging from 0 to 500 was created to report performance for each reading context: literary and informative at grade 4; and literary, informative, and task-oriented at grade 8. The scales summarize student performance across all three types of questions in the assessment (multiple-choice, short constructed-response, and extended constructed-response). Results from subsequent reading assessments (1994, 1998, 2000, 2002, 2003, and 2005) are reported on these scales.

Each reading scale was initially based on the distribution of student performance across all three grades in the 1992 national assessment (grades 4, 8, and 12) and had an average of 250 and a standard deviation of 50. The composite scale was created as an overall measure of students' reading performance. This composite scale is a weighted average of the three separate scales for the reading contexts (two at grade 4). The weight for each reading context is proportional to the relative importance assigned to the reading context by the specifications developed through the consensus planning process and given in the framework.

In producing these content-area scales, three distinct IRT models were used. Multiple-choice questions were scaled using the three-parameter logistic (3PL) model; short constructed-response questions rated as acceptable or unacceptable were scaled using the two-parameter logistic (2PL) model; and short constructed-response questions rated according to a three-level guide, as well as extended constructed-response questions rated on a four-level guide, were scaled using a Generalized Partial-Credit (GPC) model.[8] Developed by ETS and first used in 1992, the GPC model permits the scaling of questions scored according to multipoint rating schemes. The model takes full advantage of the information available from each of the student response categories used for these more complex constructed-response questions.[9]

The scales are composed of three types of questions: multiple-choice, short constructed-response (scored either dichotomously or allowing for partial credit), and extended constructed-response (scored according to a partial-credit model). Unfortunately, the question of how much information different types of questions contribute to the reading scale has no simple answer. The information provided by a given question is determined by the IRT model used to scale the question. It is a function of the item parameters and varies by level of reading proficiency.[10] Thus, the answer to the query, "How much information do the different types of questions provide?" will differ for each level of reading performance. When considering the composite reading scale, the answer is even more complicated. The reading data are scaled separately by the two contexts for reading (reading for literary experience and reading for information) for grade 4, and the three contexts for reading (reading for literary experience, reading for information, and reading to

perform a task) for grade 8, resulting in two or three separate subscales at each grade. The composite scale is a weighted combination of these subscales. IRT information functions are only strictly comparable when the item parameters are estimated together. Because the composite scale is based on three separate calibrations, the information provided by individual questions or question types on the composite scale cannot be compared.

Because the NAEP design gives each student a small proportion of the pool of assessment items, the assessment cannot provide reliable information about individual performance. Traditional test scores for individual students, even those based on IRT, would result in misleading estimates of population characteristics, such as group means and percentages of students at or above a certain scale-score level. However, it is NAEP's goal to estimate these population characteristics. NAEP's objectives can be achieved with methodologies that produce estimates of the population-level parameters directly, without the intermediary computation of estimates of individuals. This is accomplished using marginal estimation scaling model techniques for latent variables.[11] Under the assumptions of the scaling models, these population estimates will be consistent in the sense that the estimates approach the model-based population values as the sample size increases. This would not be the case for population estimates obtained by aggregating optimal estimates of individual performance.[12]

Item Mapping Procedures

The reading performance of fourth- and eighth-graders can be illustrated by "item maps," which position question or "item" descriptions along the NAEP reading scale at each grade. Item maps are included in the national report cards, but not the individual state reports. Each question shown is placed at the point on the scale where students are more likely to give successful responses to it. The descriptions used on these item maps focus on the reading knowledge or skill needed to answer the questions. For multiple-choice questions, the description indicates the knowledge or skill demonstrated by selection of the correct option; for constructed-response questions, the description takes into account the knowledge or skill specified by the different levels of scoring criteria for that question.

To map questions to particular points on the NAEP reading scale, a response probability convention was adopted to divide those who had a higher probability of success from those who had a lower probability. Choosing a response probability convention has an impact on the mapping of the test questions onto the reading scale. A lower boundary convention maps the reading questions at lower points along the scale, and a higher boundary convention maps the same questions at higher points on the scale. The underlying distribution of reading skills in the population does not change, but the choice of a response probability convention does have an impact on the proportion of the student population that is reported as "able to do" the questions on the reading scales.

There is no obvious choice of a point along the probability scale that is clearly superior to any other point. If the convention were set with a boundary at 50 percent, those above the boundary would be more likely to get a question right than get it wrong, while those below the boundary would be more likely to get the question wrong than right. Although this convention has some intuitive appeal, it was rejected on the grounds that having a 50:50 chance of getting the question right shows an insufficient degree of mastery. If the convention were set with a boundary at 80 percent, students above the criterion would have a high probability of responding successfully to a question. However, many students below this criterion show some level of reading ability that would be ignored by such a stringent criterion. In particular, those in the range between 50 and 80 percent correct would be more likely to get the question right, yet would not be in the group described as "able to do" the question.

In a compromise between the 50 percent and the 80 percent conventions, NAEP has adopted two related response-probability conventions for all its subjects: 65 percent for constructed-response questions (where guessing is not a factor) and 74 percent for multiple-choice questions (to adjust for the possibility of answering correctly by guessing). These probability conventions were established, in part, based on an intuitive judgment that they would provide the best picture of students' reading skills.

Some additional support for the dual conventions adopted by NAEP was provided by Huynh.[13] He examined the IRT information provided by items, according to the IRT model used in scaling NAEP questions. Following Bock, Huynh decomposed the item information into that provided by a correct response $[P(\Theta)\, I(\Theta)]$ and that provided by an incorrect response $[(1- P(\Theta))\, I(\Theta)]$.[14] Huynh showed that the item information provided by a correct response to a constructed-response item is maximized at the point along the reading scale at which the probability of a correct response is 0.65 (for multiple-choice items, the information provided by a correct response is maximized at the point at which the probability of getting the item correct is 0.74). It should be noted, however, that maximizing the item information $I(\Theta)$, rather than the information provided by a correct response $[P(\Theta)\, I(\Theta)]$, would imply an item mapping criterion closer to 50 percent.

The NAEP reading assessment results are presented in terms of the composite reading scale. However, the reading assessment was scaled separately for the two contexts for reading at grade 4 and the three contexts for reading at grade 8. The composite scale is a weighted combination of the two or three subscales for the two or three contexts for reading. To obtain item map information, a procedure was used that models the relationship between the item response function for the subscale and the subscale structure to derive the relationship between the item score and the composite scale (i.e., an item response function for the composite scale).[15] This item response function is then used to derive the probability used in the mapping.

Weighting and Variance Estimation

A complex sampling design was used to select the students who were assessed. The properties of a sample selected through such a design could be very different from those of a simple random sample in which every student in the target population has an equal chance of selection and in which the observations from different sampled students can be considered to be statistically independent of one another. Therefore, the properties of the sample for the data collection design were taken into account during the analysis of the assessment data.

One way that the properties of the sample design were addressed was by using sampling weights to account for the fact that the probabilities of selection were not identical for all students. All population and subpopulation characteristics based on the assessment data were estimated using sampling weights. These weights included adjustments for school and student nonresponse.

Prior to 2002, the national samples used weights that had been poststratified to the U.S. Census or Current Population Survey (CPS) totals for the populations being assessed. Due to concerns about the availability of appropriate targets for poststratification as a result of changes in the reporting of race in the 2000 Census, nonpoststratified weights have been used in the analysis of national samples since 2002. Due to this change in weights during NAEP's linking procedures, there was a slight change to the 1998 and 2000 national reading results that had been reported previously. The state NAEP samples have always been analyzed using nonpoststratified weights, since there were no targets available from CPS to use in poststratification.

Not only must appropriate estimates of population characteristics be derived, but appropriate measures of the degree of uncertainty must be obtained for those statistics. Two components of uncertainty are accounted for in the variability of statistics based on student ability: the uncertainty due to sampling only a relatively small number of students, and the uncertainty due to sampling only a portion of the cognitive domain of interest. The first component accounts for the variability associated with the estimated percentages of students who had certain background characteristics or who answered a certain cognitive question correctly.

Because NAEP uses complex sampling procedures, conventional formulas for estimating sampling variability that assume simple random sampling are inappropriate. NAEP uses a jackknife replication procedure to estimate standard errors. The jackknife standard error provides a reasonable measure of uncertainty for any student information that can be observed without error. However, because each student typically responds to only a few questions within any context of reading, the scale score for any single student would be imprecise. In this case, NAEP's marginal estimation methodology can be used to describe the performance of different groups of students. The estimate of the variance of the students' posterior scale score distributions (which reflect the imprecision due to lack of measurement accuracy) is computed. This component of variability is then included in the standard errors of NAEP scale scores.[16]

In some circumstances, it is not possible to obtain appropriate estimates of standard errors, and the accuracy of the statistic being estimated may then be called into question. In the case of extreme percentages, close to 100 or 0, for student group percentages and percentages at or above achievement levels, the standard error may have unknown accuracy or be undefined. In such cases, tables of NAEP results in the NAEP Data Explorer software tool display the symbol *** in place of the standard error, and provide the notation: Standard error cannot be determined.

When a standard error is based on a small number of students, or the group of students is enrolled in a small number of schools, the amount of uncertainty associated with the estimation of the standard error may be quite large, and the accuracy of both the standard error and the estimate of the statistic are compromised. Two indicators are used for these situations: the "rule of five" and the coefficient of variation of the denominator of the estimator. The rule of five requires that estimates of statistics be based on at least five sampling units (e.g., schools). The coefficient of variation quantifies the standard error of the sample relative to the sample size. The relative size of the standard error should not exceed 20 percent. If these requirements are not met, tables of NAEP results insert the symbol ‡ in place of both the statistic and its standard error, and provide the notation: Reporting standards not met.

The symbol ‡ and its accompanying notation are also used in other instances. For example, it is used when the sample size falls below the minimum of 62 students needed to ensure enough power to detect certain effects, and when response rates fall below certain levels. However, these instances are largely unrelated to concerns about weighting or variance estimation.

The reader is reminded that, as with findings from all surveys, NAEP results are subject to other kinds of error, including the effects of imperfect adjustment for student and school nonresponse and unknowable effects associated with the particular instrumentation and data collection methods. Nonsampling errors can be attributed to a number of sources—inability to obtain complete information about all selected schools in the sample (some students or schools refused to participate, or students participated but answered only certain questions); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct background information; mistakes in recording, coding, or scoring data; and other errors in collecting, processing, sampling, and estimating missing data. The extent of nonsampling errors is difficult to estimate, and, because of their nature, the impact of such errors cannot be reflected in the databased estimates of uncertainty provided in NAEP reports.

Drawing Inferences From the Results

The reported statistics are estimates and are therefore subject to a measure of uncertainty. There are two sources of such uncertainty. First, NAEP uses a sample of students rather than testing all students. Second, all assessments have some amount of uncertainty related to the fact that they cannot ask all questions that might be asked in a content area. The magnitude of this uncertainty is reflected in the standard error of each of the estimates. When the percentages or average scale scores of certain groups are compared, the estimated standard error should be taken into account. Therefore, the comparisons are based on statistical tests that consider the estimated standard errors of those statistics and the magnitude of the difference among the averages or percentages.

For the data in this report, all the estimates have corresponding estimated standard errors of the estimates. For example, tables A-26 and A-27 show the average national scale score for the NAEP 1992–2005 national assessments and the percentage of students within each achievement-level range and at or above achievement levels. In both tables, estimated standard errors appear in parentheses next to each estimated scale score or percentage. For the estimated standard errors corresponding to other data in this report, the reader can go to the NAEP Data Explorer tool on the NCES website (http://nces.ed.gov/nationsreportcard/naepdata).

Using confidence intervals based on the standard errors provides a way to take into account the uncertainty associated with sample estimates and to make inferences about the population averages and percentages in a manner that reflects that uncertainty. An estimated sample average scale score plus or minus 1.96 standard errors approximates a 95 percent confidence interval for the corresponding population quantity. This statement means that one can conclude with an approximately 95 percent level of confidence that the average performance of the entire population of interest (e.g., all fourth-grade students in public and nonpublic schools) is within plus or minus 1.96 standard errors of the sample average.

For example, suppose that the average reading scale score of the students in a particular group was 256 with an estimated standard error of 1.2. An approximately 95 percent confidence interval for the population quantity would be as follows:

$$\text{Average} \pm 1.96 \text{ standard errors}$$

$$= 256 \pm 1.96 \times 1.2$$

$$= 256 \pm 2.4$$

Therefore, the 95% confidence interval is bounded by: (253.6, 258.4).

Thus, one can conclude with a 95 percent level of confidence that the average scale score for the entire population of students in that group is between 253.6 and 258.4. It should be noted that this example and the examples in the following sections are illustrative. More precise estimates carried out to one or more decimal places are used in the actual analyses.

Similar symmetric confidence intervals can be constructed for percentages, if the percentages are not extremely large or small. For extreme percentages a symmetric interval based on a normal distribution is not appropriate and the common standard error calculation is possibly problematic. Standard errors of extreme percentages should be interpreted with caution.

Table A-26. Average reading scale scores and standard errors, grades 4 and 8: Various years, 1992–2005

	Accommodations not permitted			Accommodations permitted				
Grade	1992	1994	1998	1998	2000	2002	2003	2005
Grade 4	217 (0.9) *	214 (1.0) *	217 (0.8) *	215 (1.1) *	213 (1.3) *	219 (0.4)	218 (0.3) *	219 (0.2)
Grade 8	260 (0.9) *	260 (0.8) *	264 (0.8)	263 (0.8)	—	264 (0.4) *	263 (0.3) *	262 (0.2)

— Not available. Data were not collected at grade 8 in 2000.

* Significantly different from 2005.

NOTE: Standard errors of the estimated scale scores appear in parentheses. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

Table A-27. Percentage of students and standard errors, by reading achievement level, grades 4 and 8: Various years, 1992–2005

Grade	Below ***Basic***	At ***Basic***	At ***Proficient***	At ***Advanced***	At or above ***Basic***	At or above ***Proficient***
Grade 4						
Accommodations not permitted						
1992	38 (1.1)	34 (0.9)	22 (0.9)	6 (0.6)	62 (1.1)	29 (1.2) *
1994	40 (1.0) *	31 (0.7) *	22 (0.8) *	7 (0.7)	60 (1.0) *	30 (1.1)
1998	38 (0.9)	32 (0.7)	24 (0.7)	7 (0.5)	62 (0.9)	31 (0.9)
Accommodations permitted						
1998	40 (1.2) *	30 (0.8) *	22 (0.8) *	7 (0.5)	60 (1.2) *	29 (0.9) *
2000	41 (1.4) *	30 (1.1) *	23 (1.0)	7 (0.6)	59 (1.4) *	29 (1.1)
2002	36 (0.5)	32 (0.3)	24 (0.3)	7 (0.2)	64 (0.5)	31 (0.4)
2003	37 (0.3)	32 (0.2) *	24 (0.3)	8 (0.1)	63 (0.3)	31 (0.3)
2005	36 (0.3)	33 (0.2)	24 (0.2)	8 (0.1)	64 (0.3)	31 (0.2)
Grade 8						
Accommodations not permitted						
1992	31 (1.0) *	40 (0.7) *	26 (1.0)	3 (0.3)	69 (1.0) *	29 (1.1)
1994	30 (0.9) *	40 (0.7) *	27 (0.8)	3 (0.3)	70 (0.9) *	30 (0.9)
1998	26 (0.9)	41 (0.8)	31 (0.9) *	3 (0.4)	74 (0.9)	33 (0.9) *
Accommodations permitted						
1998	27 (0.8)	41 (0.9)	30 (0.9)	3 (0.3)	73 (0.8)	32 (1.1)
2002	25 (0.5) *	43 (0.4) *	30 (0.5) *	3 (0.2)	75 (0.5) *	33 (0.5) *
2003	26 (0.3) *	42 (0.2)	29 (0.2) *	3 (0.1)	74 (0.3) *	32 (0.3) *
2005	27 (0.2)	42 (0.2)	28 (0.2)	3 (0.1)	73 (0.2)	31 (0.2)

* Significantly different from 2005.

NOTE: Standard errors of the estimated percentages appear in parentheses. Detail may not sum to totals because of rounding. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

Analyzing Group Differences in Averages and Percentages

Statistical tests determine whether, based on the data from the groups in the sample, there is strong enough evidence to conclude that the averages or percentages are actually different for those groups in the population. If the evidence is strong (i.e., the difference is statistically significant), the report describes the group averages or percentages as being different (e.g., one group performed higher or lower than another group), regardless of whether the sample averages or percentages appear to be approximately the same. The reader is cautioned to rely on the results of the statistical tests rather than on the apparent magnitude of the difference between sample averages or percentages when determining whether the sample differences are likely to represent actual differences among the groups in the population.

To determine whether a real difference exists between the average scale scores (or percentages of a certain attribute) for two groups in the population, one needs to obtain an estimate of the degree of uncertainty associated with the difference between the averages (or percentages) of these groups for the sample. This estimate of the degree of uncertainty, called the "standard error of the difference" between the groups, is obtained by taking the square of each group's standard error, summing the squared standard errors, and taking the square root of that sum.

$$\text{Standard Error of the Difference} = SE_{A-B} = \sqrt{(SE_A^2 + SE_B^2)}$$

The standard error of the difference can be used, just like the standard error for an individual group average or percentage, to help determine whether differences among groups in the population are real. The difference between the averages or percentages of the two groups plus or minus 1.96 standard errors of the difference represents an approximately 95 percent confidence interval. If the resulting interval includes zero, there is insufficient evidence to claim a real difference between the groups in the population. If the interval does not contain zero, the difference between the groups is statistically significant at the .05 level.

The following example of comparing groups addresses the problem of determining whether the average reading scale score of group A is higher than that of group B. The sample estimates of the average scale scores and estimated standard errors are as follows:

Group	Average Scale Score	Standard Error
A	218	0.9
B	216	1.1

The difference between the estimates of the average scale scores of groups A and B is two points (218 - 216). The estimated standard error of this difference is

$$\sqrt{(0.9^2 + 1.1^2)} = 1.4$$

Thus, an approximately 95 percent confidence interval for this difference is plus or minus 1.96 standard errors of the difference.

$$2 \pm 1.96 \times 1.4$$

$$2 \pm 2.7$$

$$(-0.7, 4.7)$$

The value zero is within the confidence interval; therefore, there is insufficient evidence to conclude that group A performed statistically different from group B.

The procedure above is appropriate to use when it is reasonable to assume that the groups being compared have been independently sampled for the assessment. Such an assumption is clearly warranted when comparing results across assessment years (e.g., comparing the 2003 and 2005 results for a particular state or group) or when comparing results for one state with another. This is the approach used for NAEP reports when comparisons involving independent groups are made. The assumption of independence is violated to some degree when comparing group results for the nation or a particular state (e.g., comparing national 2005 results for males and females), since these samples of students have been drawn from the same schools. When the groups being compared do not share students (as is the case, for example, in comparing males and females), the impact of this violation of the independence assumption on the outcome of the statistical tests is assumed to be small, and NAEP, by convention, has, for computational convenience, routinely applied the procedures described above to those cases as well.

When making comparisons of results for groups that share a considerable proportion of students in common, it is not appropriate to ignore such dependencies. In such cases, NAEP has used procedures appropriate to comparing dependent groups. When the dependence in group results is due to the overlap in samples (e.g., when a subgroup is being compared to a total group), a simple modification of the usual standard error of the difference formula can be used. The formula for such cases is:

$$SE_{Total-Subgroup} = \sqrt{(SE_{Total}^2 + SE_{Subgroup}^2 - 2pSE_{Subgroup}^2)}$$

where p is the proportion of the total group contained in the subgroup.[17] This formula was used for this report when a state was compared to the aggregate nation.

Conducting Multiple Tests

The procedures used to determine whether group differences in the samples represent actual differences among the groups in the population and the certainty ascribed to intervals (e.g., a 95 percent confidence interval) are based on statistical theory that assumes that only one confidence interval or test of statistical significance is being performed. However, there are times when many different groups are being compared (i.e., multiple sets of confidence intervals are being analyzed). In sets of confidence intervals, statistical theory indicates that the certainty associated with the entire set of intervals is less than that attributable to each individual comparison from the set. To hold the significance level for the set of comparisons at a particular level (e.g., .05), standard methods must be adjusted by multiple comparison procedures.[18] One such procedure, the Benjamini-Hochberg False Discovery Rate (FDR) procedure was used to control the certainty level.[19]

Unlike other multiple comparison procedures that control the familywise error rate (i.e.,the probability of making even one false rejection in the set of comparisons), the FDR procedure controls the expected proportion of falsely rejected hypotheses. (A "family" in this context is the number of categories to be compared for a given variable. This might be six within the race/ethnicity variable or 50 when considering states.) Furthermore, the FDR procedure used in NAEP is considered appropriately less conservative than familywise procedures for large families of comparisons.[20] Therefore, the FDR procedure is more suitable for multiple comparisons in NAEP than other procedures.

To illustrate how the FDR procedure is used, consider the comparisons of current and previous years' average scale scores for the five groups presented in table A-28. Note that the difference in average scale scores and the estimated standard error of the difference are calculated as the example in the previous section. The test statistic shown is the difference in average scale scores divided by the estimated standard error of the difference. (Rounding of the data occurs after the test is done.)

Table A-28. Example of False Discovery Rate comparisons of average scale scores for different groups of students

	Previous year		Current year		Previous year and current year			
Group	Average scale score	Standard error	Average scale score	Standard error	Differences in averages	Standard error of differences	Test statistic	Percent confidence[1]
Group 1	224	1.3	226	1.0	2.08	1.62	1.29	20
Group 2	187	1.7	193	1.7	6.31	2.36	2.68	1
Group 3	191	2.6	197	1.7	6.63	3.08	2.15	4
Group 4	229	4.4	232	4.6	3.24	6.35	0.51	62
Group 5	201	3.4	196	4.7	-5.51	5.81	-0.95	35

[1] The percent confidence is 2(1-F(x)), where F(x) is the cumulative distribution of the *t*-distribution with the degrees of freedom adjusted to reflect the complexities of the sample design.
NOTE: Data in table are for illustration purposes only and are not actual NAEP data.

The difference in average scale scores and its estimated standard error can be used to find an approximately 95 percent confidence interval, or they can be used to identify a confidence percentage. The confidence percentage for the test statistics is identified from statistical tables instead of checking to see if zero is within the 95 percent confidence interval about the mean. The significance level from the statistical tables can be directly compared to the maximum acceptable error of 5 percent (100 - 95 = 5 percent).

If the comparison of average scale scores across two years were made for only one of the five groups, there would be a significant difference between the average scale scores for the two years at a significance level of less than 5 percent. However, because of interest in the difference in average scale scores across the two years for all five of the groups, comparing each of the significance levels to 5 percent is not adequate. Groups of students defined by shared characteristics, such as racial/ethnic groups, are treated as sets or families when making comparisons. However, comparisons of average scale scores for each pair of years were treated separately, so the steps described in this example would be replicated for the comparison of other current and previous year average scale scores.

Using the FDR procedure to take into account that all comparisons are of interest, the percents of confidence in the example are ordered from largest to smallest: 62, 35, 20, 4, and 1. In the FDR procedure, 62 percent confidence for the group 4 comparison would be compared to 5 percent, 35 percent for the group 5 comparison would be compared to 0.05 x (5-1)/5 = 0.04 = 4 percent,[21] 20 percent for the group 1 comparison would be compared to 0.05 x (5-2)/5 = 0.03 = 3 percent, 4 percent for the group 3 comparison would be compared to 0.05 x (5-3)/5 = 0.02 = 2 percent, and 1 percent for the group 2 comparison (actually slightly smaller than 1 prior to rounding) would be compared to 0.05 x (5-4)/5 = 0.01 = 1 percent. The procedure stops with the first contrast found to be significant. The last of these comparisons is the only one for which the percent confidence is smaller than the FDR procedure value. The difference between the current year's and previous years' average scale scores for the group 2 students is significant; for all of the other groups, average scale scores for the current and previous year are not significantly different from one another. In practice, a very small number of counterintuitive results occur when the FDR procedures are used to examine between-year differences in subgroup results by jurisdiction. In those cases, results were not included in this report.

Understanding NAEP Reporting Groups

NAEP results are provided for groups of students defined by shared characteristics–gender, race/ethnicity, parental education, region of the country, type of school, school's type of location (categorized by population density), and eligibility for free/reduced-price school lunch. Based on participation rate criteria, results are reported for subpopulations only when sufficient numbers of students and adequate school representation are present. In addition, based on statistical considerations about power and variance estimation, the minimum requirement on which to base any statistic is at least 62 students in a particular subgroup from at least five primary sampling units (PSUs).[22] Definitions of the subpopulations are presented below.

Gender: Results are reported separately for males and females.

Race/Ethnicity: In all NAEP assessments, data about student race/ethnicity is collected from two sources: school records and student self-reports. Prior to 2002, NAEP used students' self-reported race as the primary race/ethnicity reporting variable. Beginning in 2002, the race/ethnicity variable presented in NAEP reports is based on the race reported by the school. When school-recorded information is missing, student-reported data are used to determine race/ethnicity. Information on student race/ethnicity is reported as one of six categories: White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. Unclassified students are those whose school-reported race/ethnicity was "other" or "unavailable" or was missing, and whose race/ethnicity category could not be determined from self-reported information. Information based on student self-reported race/ethnicity is available on the NAEP Data Tool (http://nces.ed.gov/nationsreportcard/naepdata/).

Parental Education: Eighth-graders were asked the following two questions, the responses to which were combined to derive the parental education variable.

How far in school did your mother go?

- She did not finish high school.
- She graduated from high school.
- She had some education after high school.
- She graduated from college.
- I don't know.

How far in school did your father go?

- He did not finish high school.
- He graduated from high school.
- He had some education after high school.
- He graduated from college.
- I don't know.

The information was combined into one parental-education reporting variable in the following way: If a student indicated the extent of education for only one parent, that level was included in the data. If a student indicated the extent of education for both parents, the higher of the two levels was included in the data. If a student responded "I don't know" for both parents, or responded "I don't know" for one parent and did not respond for the other, the parental education level was classified as "I don't know." If the student did not respond for either parent, the student was recorded as having provided no response.

Region of the Country: Prior to 2003, NAEP results were reported for four NAEP-defined regions of the nation: Northeast, Southeast, Central, and West. As of 2003, to align NAEP with other federal data collections, NAEP analysis and reports have used the U.S. Census Bureau's definition of "region." The four regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West. The Central region used by NAEP before 2003 contained the same states as the Midwest region defined by the U.S. Census. The former Southeast region consisted of the states in the Census-defined South minus Delaware, the District of Columbia, Maryland, Oklahoma, Texas, and the section of Virginia in the District of Columbia metropolitan area. The former West region consisted of Oklahoma, Texas, and the states in the Census-defined West. The former Northeast region consisted of the states in the Census-defined Northeast plus Delaware, the District of Columbia, Maryland, and the section of Virginia in the District of Columbia metropolitan area. Therefore, trend data by region are provided in NAEP reports for 2003 and 2005 only. Figure A-2 shows how states are subdivided into these census regions. All 50 states and the District of Columbia are listed. Other jurisdictions, including the Department of Defense Educational Activity schools, are not assigned to any region.

Figure A-2. States within regions of the country defined by the U.S. Census Bureau

Northeast	South	Midwest	West
Connecticut	Alabama	Illinois	Alaska
Maine	Arkansas	Indiana	Arizona
Massachusetts	Delaware	Iowa	California
New Hampshire	District of Columbia	Kansas	Colorado
New Jersey	Florida	Michigan	Hawaii
New York	Georgia	Minnesota	Idaho
Pennsylvania	Kentucky	Missouri	Montana
Rhode Island	Louisiana	Nebraska	Nevada
Vermont	Maryland	North Dakota	New Mexico
	Mississippi	Ohio	Oregon
	North Carolina	South Dakota	Utah
	Oklahoma	Wisconsin	Washington
	South Carolina		Wyoming
	Tennessee		
	Texas		
	Virginia		
	West Virginia		

SOURCE: U.S. Department of Commerce Economics and Statistics Administration.

Type of School: Results are reported by the type of school that the student attends—public or private. Private schools include Catholic and other private schools.[23] Because they are funded by federal authorities (not state/local governments), Bureau of Indian Affairs (BIA) schools and Department of Defense Education Activity schools (DoDEA) are not included in either the public or private categories; they are included in the overall national results. State-level reporting in NAEP includes only public schools. The national sample reporting for NAEP includes public, private, the DoDEA, and BIA schools.

Type of Location: Results from the 2005 assessment are reported for students attending schools in three mutually exclusive location types: central city, urban fringe/large town, and rural/ small town.

Central city: Following standard definitions established by the Federal Office of Management and Budget, the U.S. Census Bureau (see http://www.census.gov/) defines "central city" as the largest city of a Metropolitan Statistical Area (MSA) or a Consolidated Metropolitan Statistical Area (CMSA). Typically, an MSA contains a city with a population of at least 50,000 and includes its adjacent areas. An MSA becomes a CMSA if it meets the requirements to qualify as a metropolitan statistical area, it has a population of 1,000,000 or more, its component parts are recognized as primary metropolitan statistical areas, and local opinion favors the designation. In the NCES Common Core of Data (CCD) locale codes are assigned to schools. School locale codes are assigned by the U.S. Census Bureau. For the definition of central city used in this report, two locale codes of the survey are combined. The definition of each school's type of location is determined by the size of the place where the school is located and whether or not it is in an MSA or CMSA. For the definition of central city, NAEP reporting uses data from two CCD locale codes: large city (a central city of an MSA or CMSA with the city having a population greater than or equal to 25,000) and midsize city (a central city of an MSA or CMSA having a population less than 25,000). Central city is a geographical term and is not synonymous with "inner city."

Urban fringe/large town: The urban fringe category includes any incorporated place or census designated place within a CMSA or MSA of a large or midsized city and defined as urban by the U.S. Census Bureau, but which does not qualify as a central city. A large town is defined as a place outside a CMSA or MSA with a population greater than or equal to 25,000.

Rural/small town: Rural includes all places and areas with populations of less than 2,500. A small town is defined as a place outside a CMSA or MSA with a population of less than 25,000, but greater than or equal to 2,500.

Results for each type of location are only compared across years 2000 and after. This is due to new methods used by NCES to identify the type of location assigned to each school in the Common Core of Data (CCD). The new methods were put into place by NCES in order to improve the quality of the assignments, and they take into account more information about the exact physical location of the school. The variable was revised in NAEP beginning with the 2000 assessments.

Eligibility for Free/Reduced-Price School Lunch: As part of the Department of Agriculture's National School Lunch Program, schools can receive cash subsidies and donated commodities in turn for offering free or reduced-price lunches to eligible children. Based on available school records, students were classified as either currently eligible for free/reduced-price school lunch or not eligible. Eligibility for the program is determined by a student's family income in relation to the federally established poverty level. Free lunch qualification is set at 130 percent of the poverty level or below, and reduced-price lunch qualification is set at between 130 and 185 percent of the poverty level. Additional information on eligibility may be found on the Department of Agriculture website (http://www.fns.usda.gov/cnd/lunch/). The classification applies only to the school year when the assessment was administered (i.e., the 2004–05 school year) and is not based on eligibility in previous years. If school records were not available, the student was classified as "Information not available." If the school did not participate in the program, all students in that school were classified as "Information not available."

Cautions in Interpretations

As previously stated, the NAEP reading scale makes it possible to examine relationships between students' performance and various background factors measured by NAEP. However, a relationship that exists between achievement and another variable does not reveal its underlying cause, which may be influenced by a number of other variables. Similarly, the assessments do not reflect the influence of unmeasured variables. The results are most useful when they are considered in combination with other knowledge about the student population and the educational system, such as trends in instruction, changes in the school-age population, and societal demands and expectations.

A caution is also warranted for some small population group estimates. At times in this report, smaller population groups show very large increases or decreases across years in average scores; however, it is necessary to interpret such score gains with extreme caution. Another reason for caution is that the effects of exclusion-rate changes for small subgroups may be more marked for small groups than they are for the whole population. The standard errors are often quite large around the score estimates for small groups, which in turn means the standard error around the gain is also large.

End Notes

[1] National Assessment Governing Board. (2002). *Reading Framework for the 2003 National Assessment of Educational Progress*. Washington, DC: Author.

[2] Section 504 of the Rehabilitation Act of 1973 is a civil rights law designed to prohibit discrimination on the basis of disability in programs and activities, including education, that receive federal financial assistance.

[3] The initial base sampling weights were used in weighting the percentages of participating schools and students. An attempt was made to preselect one substitute school for each sampled public school, one for each sampled Catholic school, and one for each sampled nonpublic school (other than Catholic). To minimize bias, a substitute school resembled the original selection as much as possible in affiliation, type of location, estimated number of grade-eligible students, and demographic composition.

[4] Office of Special Education Programs. (1997*). To Assure the Free Appropriate Public Education of all Children with Disabilities. Nineteenth Annual Report to Congress on the Implementation of the Individuals With Disabilities Education Act.* Archived at the U.S. Department of Education website: http://www.ed.gov/about/offices/list/osers/index.html

[5] The two samples are described as "overlapping" because, in 1998 and 2000, the same group of non-SD and/or ELL students was included in both samples.

[6] Weighting procedures are described more fully in the "Weighting and Variance Estimation" section in this document.

[7] Lord, F.M. (1980). *Applications of Item Response Theory to Practical Testing Problems*, (p. 229). Hillsdale, NJ: Lawrence Erlbaum Associates.

[8] Muraki, E. (1992). A Generalized Partial Credit Model: Application of an EM Algorithm. *Applied Psychological Measurement*, *16*(2): 159–176.

[9] More detailed information regarding the IRT analyses used in NAEP will be included in the technical documentation section of the NAEP website (http://nces.ed.gov/nationsreportcard).

[10] Donoghue, J.R. (1994). An Empirical Examination of the IRT Information of Polytomously Scored Reading Items Under the Generalized Partial Credit Model. *Journal of Educational Measurement*, *31*(4): 295–311.

[11] Mislevy, R.J. and Sheehan, K.M. (1987). Marginal Estimation Procedures. In A.E. Beaton (Ed.), *Implementing the New Design: The NAEP 1983–1984 Technical Report* (Technical Rep. No. 15-TR-20), pp. 293–260. Princeton, NJ: Educational Testing Service.

[12] For theoretical and empirical justification of the procedures employed, see Mislevy, R.J. (1988). Randomization-Based Inferences About Latent Variables From Complex Samples. *Psychometrika*, *56*(2): 177–196.

[13] Huynh, H. (1995). Some Technical Aspects of Standard Setting. In *Proceedings of the Joint Conference on Standard-Setting for Large-Scale Assessments of the National Assessment Governing Board (NAGB) and the National Center for Education Statistics (NCES), Volume II* (pp.75–93). Washington, DC: U.S. Government Printing Office.

[14] Bock, R.D. (1972). Estimating Item Parameters and Latent Ability When Responses Are Scored in Two or More Latent Categories*. Psychometrika*, *37*: 29–51.

[15] Donoghue, J.R. (1997, March*). Item Mapping to a Weighted Composite Scale*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

[16] For further details, see Johnson, E.G., and Rust, K.F. (1992). Population Inferences and Variance Estimation for NAEP Data*. Journal of Educational Statistics*, *17*(2): 175–190.

[17] This is a special form of the common formula for standard error of dependent samples. The standard formula can be found, for example, in Kish, L. (1995*). Survey Sampling*. New York: John Wiley and Sons, Inc.

[18] Miller, R.G. (1981). *Simultaneous Statistical Inference* (2nd ed.). New York: Springer-Verlag.

[19] Benjamini, Y. and Hochberg, Y. (1995). Controlling the False Discovery Rate: A Practical and Powerful Approach to Multiple Testing. *Journal of the Royal Statistical Society, Series B*, (1): 289–300.

[20] Williams, V.S.L., Jones, L.V., and Tukey, J.W. (1999). Controlling Error in Multiple Comparisons with Examples From State-to-State Differences in Educational Achievement. *Journal of Educational and Behavioral Statistics*, *24*(1): 42–69.

[21] The level of confidence times the number of comparisons minus one divided by the number of comparisons is 0.05 x (5-1)/5 = 0.04 = 4 percent.

[22] For the NAEP national assessments prior to 2002, a PSU is a selected geographic region (a county, group of counties, or metropolitan statistical area). Since 2002, the first-stage sampling units are schools (public and nonpublic) in the selection of the combined sample. Further details about the procedure for determining minimum sample size will appear in the technical documentation section of the NAEP website (http://nces.ed.gov/nationsreportcard).
[23] A more detailed breakdown of private school results is available on the NAEP website (http://nces.ed.gov/nationsreportcard/naepdata).

Where to Find More Information

The NAEP Reading Assessment
The latest news about the NAEP 2005 reading assessment and the national results can be found on the NAEP website at http://nces.ed.gov/nationsreportcard/reading/results/. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at http://nces.ed.gov/nationsreportcard/states/.

The Nation's Report Card: Reading 2005 may be ordered or downloaded from the NAEP website.

The *Reading Framework for the 2005 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board (NAGB) website (http://www.nagb.org/pubs/r_framework_05/761507-ReadingFramework.pdf).

Additional Results from the Reading Assessment
For more findings from the 2005 reading assessments, refer to the NAEP 2005 results at http://nces.ed.gov/nationsreportcard/naepdata/. The interactive database at this site includes student, teacher, and school variables for all participating states and other jurisdictions, the nation, and the four regions. Data tables are also available for each jurisdiction, with all background questions cross-tabulated with the major demographic variables. Users can design and create tables and can perform tests of statistical significance at this website.

Technical Documentation
For explanations of NAEP survey procedures, see: Allen, N.L., Donoghue, J.R., and Schoeps, T.L. (2001). *The NAEP 1998 Technical Report.* (NCES 2001–509). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics. Technical information may also be found on the NAEP website at (http://nces.ed.gov/nationsreportcard/reading/results2003/interpret-results.asp).

Publications on the inclusion of students with disabilities and limited-English-proficient students
Olson, J.F., and Goldstein, A.A. (1997). *The Inclusion of Students With Disabilities and Limited-English-Proficient Students in Large-Scale Assessments: A Summary of Recent Progress* (NCES 97–482). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

Mazzeo, J., Carlson, J.E., Voelkl, K.E., and Lutkus, A.D. (2000). *Increasing the Participation of Special-Needs Students in NAEP: A Report on 1996 Research Activities* (NCES 2000–473). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

Lutkus, A.D., and Mazzeo, J. (2003). *Including Special-Needs Students in the NAEP 1998 Reading Assessment, Part I: Comparison of Overall Results With and Without Accommodations* (NCES 2003–467). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Lutkus, A.D. (2004). *Including Special-Needs Students in the NAEP 1998 Reading Assessment, Part II: Results for Students With Disabilities and Limited-English-Proficient Students* (ETS-NAEP 04-R01). Princeton, NJ: Educational Testing Service.

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Recent NAEP publications related to mathematics are listed on the mathematics page of the NAEP website and are available electronically. Publications can also be ordered from:

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The NAEP State Report Generator was developed for the NAEP 2005 reports by Phillip Leung, Anthony Lutkus, Paul Gazzillo, Mike Narcowich, Nancy Mead, Arlene Weiner, Linda Myers, Mary Daane, and Bobby Rampey.

What is the Nation's Report Card?

The Nation's Report Card, the National Assessment of Educational Progress (NAEP), is a nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other fields. By making objective information on student performance available to policymakers at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Only information related to academic achievement is collected under this program. NAEP guarantees the privacy of individual students and their families.

NAEP is a congressionally mandated project of the National Center for Education Statistics within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations.

In 1988, Congress established the National Assessment Governing Board (NAGB) to oversee and set policy for NAEP. The Board is responsible for selecting the subject areas to be assessed; setting appropriate student achievement levels; developing assessment objectives and test specifications; developing a process for the review of the assessment; designing the assessment methodology; developing guidelines for reporting and disseminating NAEP results; developing standards and procedures for interstate, regional, and national comparisons; determining the appropriateness of all assessment items and ensuring the assessment items are free from bias and are secular, neutral, and non-ideological; taking actions to improve the form, content, use, and reporting of results of the National Assessment; and planning and executing the initial public release of NAEP reports.

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NAEP 2005 Reading Report for California

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